DOCUMENT RESUME

ED 255 234 IR 051 081

AUTHOR	Neff, Evaline; And Others
TITLE	Annual Report on LSCA Special Activities, FY 1983.
INSTITUTION	Office of Educational Research and Improvement (ED), Washington, DC. Center for Libraries and Education Improvement.
PUB DATE	Feb 85
NOTE	292p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC12 Plus Postage.
DESCRIPTORS	Annual Reports; *Disabilities; English (Second Language); Federal Programs; Hospital Libraries; Library Cooperation; Library Expenditures; *Library Facilities; *Library Services; Library Statistics; *Limited English Speaking; *Literacy; Literacy Education; Prison Libraries; Public Libraries; *State Libraries
IDENTIFIERS	*Library Services and Construction Act

ABSTRACT

This compilation results from efforts of the State and Public Library Services Branch of the U.S. Department of Education to disseminate pertinent information submitted by the State Library Administrative Agencies on key LSCA (Library Services and Construction Act) program areas. Each report is written by an administrative librarian responsible for collecting these data from the fiscal year 1983 LSCA Annual Reports on file in the branch. Representing different styles of reporting on the FY 1983 LSCA expenditures, the collection comprises: (1) "Library Services to Physically Handicapped Persons" (Evaline Neff); (2) "Library Services to Persons with Limited English-Speaking Ability" (Evaline Neff); (3) "Library Services to the Institutionalized" (Trish Skaptason); (4) "Public Library Construction, LSCA II" (Nathan Cohen); (5) "Interlibrary Cooperation, LSCA III" (Dorothy Kittel); and (6) "The Literacy Challenge: A Report of LSCA Literacy Activities FY 82-FY 84" (Adrienne Chute). (THC)

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ANNUAL REPORT

ON LSCA SPECIAL ACTIVITIES

FY 1983

State and Public Library Services Branch
Division of Library Programs
Center for Libraries and Education Improvement
U.S. Department of Education

February 1985

IR051081

UNITED STATES DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202

FOREWORD

This compilation is the result of an effort by the State and Public Library Services Branch to disseminate pertinent information submitted to the Branch by the State Library Administrative Agencies on key LSCA program areas. Each report is written by an Administrative Librarian who has the responsibility for collecting these data from the FY 1983 LSCA Annual Reports on file in the Branch.

These specialized reports represent different styles of reporting on the FY 1983 LSCA expenditures. Our intent is to disseminate these data in an expeditious manner to illustrate how LSCA funds are used to provide library services in these special program areas.

Robert Klassen, Chief
State and Public Library
Services Branch

February 1985

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U.S. DEPARTMENT OF EDUCATION

CENTER FOR LIBRARIES AND EDUCATION IMPROVEMENT
DIVISION OF LIBRARY PROGRAMS
STATE AND PUBLIC LIBRARY SERVICES BRANCH

Library Services to Physically Handicapped Persons

Fiscal Year 1983

By

Evaline Neff

Estimates by several organizations concerned with disabled persons indicate that one-sixth of the nation's population are mentally or physically impaired. According to the Final Report of the White House Conference on Handicapped Individuals, there are some seven million children and at least twenty eight million adults with mental or physical handicaps, and 35% of the population over 65 are handicapped. The 1980 census estimates are that 8.6% of the non-institutionalized persons between the ages of 16 and 64 have a work disability. The National Center for Health Statistics found that 24 million persons have limitations in a major activity, and 7 million are unable to carry on a major activity. The general reading and information needs of many of these persons are provided for under one of the special-purpose Federal programs. This report covers services for the blind and physically handicapped under one of the Federal library programs.

The Library Services and Construction Act (LSCA) (P.L. 84-597, as amended) is a State formula grant program which fosters library and information services through public libraries acting singly and in cooperation with other types of libraries, such as those in schools, colleges and universities, museums and industry.

The purpose of LSCA Title I is to assist the States and Territories in the extension and improvement of public library services in areas which are without such services, or in which such services are inadequate. To be eligible for its annual allotment, a State or Territory must submit a program for the use of funds; in each, the funds are administered by the legally authorized State Library Administrative Agency.

In FY 1983 all States, the Commonwealth of Puerto Rico and the Territories of Guam and the Virgin Islands provided special services to the handicapped. However, seven States did not choose to use LSCA funds for this purpose. They are California, Nevada, New Mexico, Oregon, Pennsylvania, Texas and Wisconsin. Together these States spent $4,051,136 of their funds for services to the handicapped.

All States provide services on a statewide basis through a "regional" library for the blind and physically handicapped which serves as a distribution center for audio recorded materials and playback equipment available from the National Library Service (NLS) of the Library of Congress. Since NLS makes no cash grants to the States, operating funds for the regional libraries come from Federal (LSCA), State, and, occasionally, local sources. Several States

contract with a neighboring State to provide all or some of the services to their residents. In addition to statewide programs, many States use LSCA funds to reach persons whose disabilities prevent them from coming to a library by funding projects at the local level.

The types of services that are offered on a statewide basis from the regional libraries include primarily books and magazines recorded on disc, cassette, and magnetic tape, along with the appropriate playback equipment, and books in Braille. Large type print books are purchased for those persons who are visually impaired, but not blind. Custom recordings of textbooks and specialized information publications are made for blind students and researchers. These tapings are usually narrated by volunteers. Also provided are summer reading programs for children and newsletters to inform people on the status of services and the choice of materials available. Projects at the area and community levels focus on outreach activities such as visits to shut-ins, programs for the deaf and hearing-impaired, and radio reading services. The project histories and evaluations indicate that the most significant problem cited by nearly every regional library was the nationwide shortage of cassette machines which hampered reader registration and reduced circulation.

Some of the trends that emerged during this period were:

--increases in the number of readers and circulation of materials;

--more and greater efforts being made to publicize services (12 States conducted extensive publicity campaigns);

--fewer projects to serve the deaf (6 projects in 6 States, down from 7 projects in 7 States in FY 1982);

--more States are forming advisory councils on library services to the handicapped (6 did so in 1983); and

--radio reading services continue to be an effective means to reach the visually impaired; 7 States funded radio reading programs (Colorado, Minnesota, New York, Oklahoma, Tennessee, Utah, and West Virginia).

Through an unusual project at the District of Columbia Public Library, the Occupational Outlook Handbook was recorded on cassette, in cooperation with the U.S. Department of Labor and the President's Committee on Employment of the Handicapped.

There were notable accomplishments in 5 States:

* In Florida the State University conducted a 2-day Deaf Services Workshop. The information presented was compiled into a special issue of the State Library bulletin which was distributed statewide. Later the issue received national recognition as a model planning instrument for services to the deaf in public libraries.

* In Massachusetts a consortium of five public libraries cooperated in the development of large print collections for each, through joint efforts and extensive participation from the communities involved, capped by the selection of a logo and a reception to attract attention to the new offerings. A number of other public libraries around the State also banded into consortia to achieve the same result.

* In Mississippi the accomplishments of the Friends of Handicapped Readers were recognized by President Reagan in April when the Friends were awarded the President's Volunteer Action Award, only 20 of which are presented nationwide each year.

* In New Jersey a new library building was dedicated, providing expanded hours, a 3-day conference for librarians serving the handicapped, and a Spring Festival on Blindness.

* In Tennessee the Memphis and Nashville Public Libraries continued their exemplary radio reading services. The placement of new receivers acquired as a result of the developmental work begun previously continued; they are being placed in distant counties because of the improvements in their reception capability. Both libraries broadcast thousands of hours each year. The Nashville Library also conducts an outstanding program of services to the deaf, which includes a collection of signed films, signed story hours, and the TDD News which is used on a continuous basis, with nearly 12,000 requests in 1983.

FY 1983 Statistical Summary

Number of blind persons reported served.....	311,207
Number of deaf persons reported served.....	6,155
Total number of handicapped persons served*.....	1,004,046
Expenditures funded through LSCA.....	$ 4,128,334
Total expenditures from Federal/non Federal sources.....	$17,090,832

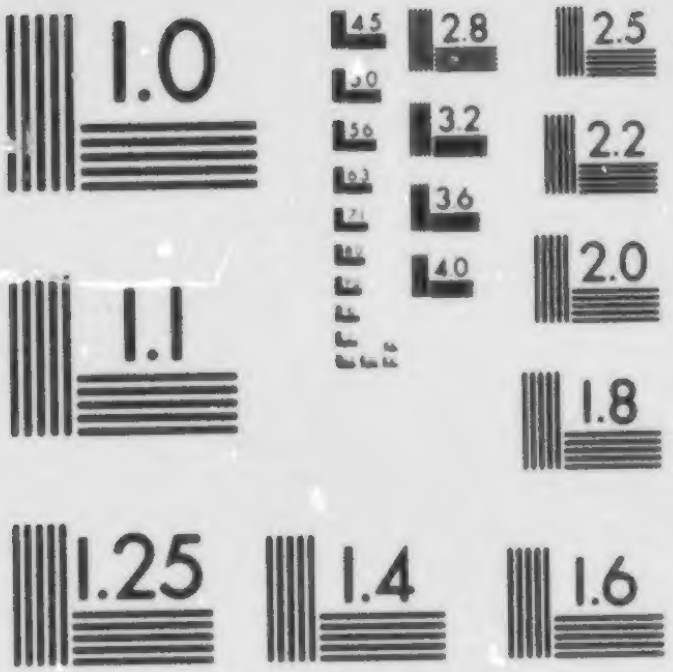
* This total includes persons with handicaps other than blindness or deafness, such as dyslexia, paraplegia, cerebral palsy, muscular dystrophy, and those with chronic diseases which impair physical mobility.

LSCA FUNDED SERVICES TO THE HANDICAPPED
FY 83

State	Library	Project	Blind	Total Number People Served	Expenditures LSCA	Local	Total
AL	State	Handicapped. LSCA funds help to pay for the computerized selection, circulation, and mail system at the Division for the Blind and Physically Handicapped which serves approximately 3,800 persons annually with a circulation of 112,191. The Baldwin County Library System supported a program at the Foley Library to provide materials and services to the residents of a Home. LSCA funds were used to pay salaries for personnel who operate the subregional library at Houston-Love Library; the Alabama Institute for Deaf and Blind serves patrons in 3 counties; the Tuscaloosa Library served 197 patrons, and provides each new reader with individualized instruction on use of the equipment and the types of services offered.	4,100	4,100	$40,623	$84,402	$125,025
AK	State	Blind and Handicapped Services. The number of patrons increased only 2.8%. The number of deposit collections increased 4.9%. It appears that the years of rapid growth in registrations may have ended, but it is too soon to assume that all interested eligible users have registered.	250	543	$520	$55,410	$55,930
AZ	Books for the Blind of Arizona	Equipment and supplies were purchases to continue providing reading materials in Braille and on tape to the visually impaired.	79	79	$600	$	$600

LSCA FUNDED SERVICES TO THE HANDICAPPED
FY 83

State	Library	Project	Blind	Total Number People Served	Expenditures LSCA	Local	Total
AZ	Phoenix Public Library	Special Needs Center. Patrons were assisted in using the computer and with reference problems. A unit of the Kurzweil Reading Machine was modified to improve the quality of the synthetic speech. The program was publicized through workshops and brochures.		26,020	$14,400	$	$14,400
AR	State	Resources and services for the PH/B. No narrative report was submitted.			$94,411	$60,280	$154,691
CO	State	Services to the Blind and Physically Handicapped. A major achievement was the implementation of several automated circulation system enhancements. The one with the most significant effect is the turnaround book circulation system that uses a 24-hour holding shelf for returned books in order to reduce the time required to shelve books. The system was reprogrammed to reassign holding shelf books on a priority basis before searching the collection. As a result of this action, 70 to 80% of the books on the holding shelf are sent out on the following day. The time saved shelving books was reassigned to checking the contents of book containers for damage. Automation of large print book circulation reduced the time required for this process by 50%. The system was also adjusted to accommodate books that are part of a series, allowing such titles to be sent to users in the order in which they were intended to be read. Circulation was 221,000 books and magazines.	4,020	4,500	$25,000	$254,510	$279,510



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LSCA FUNDED SERVICES TO THE HANDICAPPED
FY 83

State	Library	Project	Blind	Total Number People Served	Expenditures LSCA	Expenditures Local	Expenditures Total
CO	State (cont'd)	The annual user survey showed that 70 to 90% of the users were satisfied with various aspects of the services. On July 1, 1983 the library assumed responsibility for a radio reading service initiated by a not-for-profit corporation 3 years before which had run out of funds. LSCA funds were used to support in part the Colorado Radio Information Service (CRIS) for one year. Publicity included the mailing of information packets to 500 opthalmologists and optometrists, 2 newspaper articles and oral presentations. One hundred thirty-five volunteers contributed 13,300 hours of work.					
CT	State	Blind and Physically Handicapped. The objective to implement the conversion of circulation, inventory, and record-keeping practices to an automated system was not met. It is expected to be met in FY 84. The objective to increase annual book and machine circulation by 5% was met in part: book circulation increased to 129,293 from 128,681, while machine circulation dropped to 1,993 from 2,106, due to a nationwide shortage of cassette machines. The objective to produce and distribute an updated catalog of locally recorded cassette books was met through the publication of the catalog. The objective of increasing the readership by 7% was rendered invalid by changes in the Library's procedure for calculating readership, and by a year-long drive to remove inactive registrations from the files.	10,613	10,613	$123,424	$89,875	$213,299

LSCA FUNDED SERVICES TO THE HANDICAPPED
FY 83

State	Library	Project	Blind	Total Number People Served	Expenditures LSCA	Local	Total
DE	State	Services for the Blind and Physically Handicapped. During FY 1983 the service went through a major reorganization and growth. A new director was hired as well as a full-time library technician. Personal contact was made with each registered user who had not received material during the preceding 3 months. Equipment problems, improper addresses, and failures to understand service procedures were corrected. A streamlined circulation procedure along with a monthly review of all patron service files is expected to provide 48 hour service and identify problems in a timely fashion. It was decided to establish a consumer council in each county.	600	1,000	$34,720	$65,943	$100,663
DC	DC Public Library	Service to Blind and Physically Handicapped. Funds were used to purchase blank tapes for duplicating masters received from the Library of Congress and to acquire an enhancement for the Kurzweil Reading Machine. Circulation of all types of materials was 133,201. There were 1,065 visits to shutins. More than 90 agencies were interviewed and groundwork laid for cooperative programs through in-service training and workshops. Presentations were made to area organizations serving the handicapped. A proposal for the automation of the reader files and circulation of materials was prepared. Washington Volunteer Readers for the Blind, Inc., added 4 new periodicals to		4,500	$10,347	$69,153	$79,500

State	Library	Project	Blind	Total Number People Served	Expenditures LSCA	Expenditures Local	Expenditures Total
DC	DC Public Library (cont'd)	their production schedule. The Occupational Outlook Handbook, 1982-83, on 54 indexed cassettes was produced in cooperation with the U.S. Department of Labor and the President's Committee on Employment of the Handicapped. A brochure on the Visiting Library Service was published and distributed. A large print book catalog was compiled also.					
FL	Jacksonville Public Library	Service to the Blind and Physically Handicapped. The Library's Talking Books program has 1,129 registered borrowers and serves 47 institutions, including hospitals, nursing homes, schools and special centers. Circulation of recorded titles was 29,455. The major project for the year was a publicity campaign for Talking Book Week in February. Letters were sent to 484 churches, 158 school librarians, 21 nutritional sites, 57 institutions such as nursing homes, 47 editors of company newsletters, 236 doctors, 93 agencies in the Community Services Directory, and 54 clubs and organizations. Public service announcements were broadcast by radio and two local television stations produced spot announcements for the Library. For television spots during programs for children, Kids on the Block puppets were used; these are puppets with handicaps which are used by schools and other organizations to help others--especially children--understand the	931	1,108	$16,465	$7,500	$23,965

State	Library	Project	Blind	Total Number People Served	Expenditures LSCA	Expenditures Local	Expenditures Total
FL	Jacksonville (cont'd)	various types of disabilities. The Talking Book Librarian appeared on numerous radio and television talk shows and the Talking Book Library was featured on PM Magazine.					
FL	Leon County Public Library	Library Demonstration Project. This project provided direct services to county agencies serving the handicapped. Six agencies were served by bookmobile with storyhours or film programs, others received services through tours, booklists, reference or inservice training of staff. The project consultant spoke to local service organizations and at state conference. Group home and local organizations serving the handicapped administrators were notified of the services available. Inservice training sessions were attended by 22 County Library staff members; sessions were offered also at four handicapped service organizations. The 6 year plan for the County Library includes maintaining delivery of services of shutins, blind, physically and mentally handicapped users. Project goals have been implemented through direct service via bookmobile, increasing and expanding the collection of books and other materials on the handicapped, and increasing the awareness of the Library staff of the needs of the disabled. Special goals of the plan that are to be accomplished by September 30, 1984 are to continue film programming to institutions, develop a policy statement for this service area, and educate program directors of the cluster home institutions to assume responsibility for book deposits loans and film programming needs. The recreation,		16,352	$20,000	$7,393	$27,393

LSCA FUNDED SERVICES TO THE HANDICAPPED
FY 83

State	Library	Project	Blind	Total Number People Served	Expenditures LSCA	Expenditures Local	Expenditures Total
FL	Leon County (cont'd)	education and behavior specialists of the various agencies have already begun to play an active role in selection of materials and arrangements for services. Second year projects to be accomplished are: media coverage of the project, an article submitted for publication in a national library journal, completion of booklists by subject for distribution to public libraries, a brief how-to handbook on services to the handicapped, and completion of a slide presentation to be placed in the State Library for use by all libraries. The second year efforts will concentrate on continuation of the services provided during the first year, and a gradual move towards agencies assuming the responsibility for their library services.					
FL	Manatee County Library	Service to the Blind and Physically Handicapped. The Library serves Manatee and Sarasota counties; since 60% of the program's use comes from Sarasota county, an agreement between the counties continued whereby Sarasota County contributed $15,000 toward the program's operation. This year emphasis was placed on eliminating unused items from the files and shelves; overdue notices were sent out more frequently, as well. Volunteers donated 768 hours to the Talking Book program. The Poke-a-Dots, members of a social club for the blind demonstrated talking book equipment at the Handicapped Fair. The Manatee County Sheriff's	833	1,041	$19,000	$31,517	$50,517

LSCA FUNDED SERVICES TO THE HANDICAPPED
FY 83

State	Library	Project	Blind	Total Number People Served	LSCA	Expenditures Local	Total
FL	Manatee County (cont'd)	Cadets donated two security leaflets on sexual assault and residential burglary, both of which were on tape and in Braille. The program serves 45 institutions as well as individuals.					
FL	Orlando Public Library	Service to the Blind and Physically Handicapped. This service is available to all qualified citizens of Orange County. Contact and cooperation with the Regional Library for the Blind in Daytona Beach is continuous.	610	762	$17,000	$20,000	$37,000
FL	Palm Beach Public Library	Service to the Blind and Physically Handicapped. During the past year the Talking Books department circulated 20,157 discs and 24,424 cassettes to 1,382 patrons. The 6 volunteers contributed over 2,000 hours of service. LSCA funds were used to offer a one day patron workshop entitled "Talking Books Talks With You" which was attended by 156 Talking Books patrons; transportation was provided for 10 of these via Medi-Cab service, and a buffet lunch was provided also. The success of the workshop has encouraged the staff to plan for others in the future.	760	1,625	$20,000	$35,000	$55,000
FL	State University	Deaf Services Workshop. A two-day workshop to help librarians begin or expand library services to the deaf, primarily through an exploration or resources and modes of service available for this clientele. Information			$3,819	$	$3,819

State	Library	Project	Blind	Total Number People Served	Expenditures LSCA	Expenditures Local	Expenditures Total
FL	State University (cont'd)	presented was compiled into a special issue of "Keystone", a technical bulletin published by the State Library, and distributed statewide. This issue later received national recognition as a model planning instrument for services to the deaf in public libraries. Twenty five librarians attended.					
GA	State	Library Services to the Physically Handicapped. Multimedia programs were presented at nursing homes with audience participation. Volunteers recorded local area newspapers for distribution to patrons. The regional library produces a weekly radio program featuring new talking books received. Publicity was carried out through radio and television spot announcements, mailings, and prize winning exhibits at County Fairs.	16,155	16,155	$76,534	$731,466	$808,000
HI	State	Services for the physically Handicapped. Service to the hearing impaired was initiated with a captioned film circulation system using films from the national program in Maryland. LSCA funds were used to produce 3 videotapes: Hawaiian and American signs (an effort to preserve the Hawaiian signs for future generations of deaf persons and to make the general public aware of sign language); Gold's Fool, a play in which local deaf persons were cast; an experimental mime act done by a local choreographer. LSCA		$17,125	$215,768		$260,553

LSCA FUNDED SERVICES TO THE HANDICAPPED
FY 83

State	Library	Project	Blind	Total Number People Served	LSCA	Expenditures Local	Total
HI	State (cont'd)	funds were used also to obtain a reel to cassette Telex 300 duplicator for the transcribing Services program. Braille production increased 27%; 3 braillists were certified bringing the total number of transcribing braillists to 13. Three LSCA funded Student Helpers continue to provide support in the transcribing and public service programs. A workshop on "The handicapped experience - what it's really like" was conducted for the staff and volunteers; it focused on the elimination of attitudinal barriers towards the handicapped. Though only a handful of handicapped students are able to visit the library regularly, a program of storytelling, lessons in library skills and activities to encourage reading were provided to them. A setback to the service was the loss of the Coordinator of Volunteers position. Although there are more braillists in the program, there is an urgent need for math braillists; three braillists have expressed an interest in learning the complex code. As bright blind students are advanced through the grade schools, this will become a critical problem in a few years.					
ID	State	Library Services for the Blind and Physically Handicapped. Circulation to individuals and institutions was 86,818. The equipment and operation of the Radio Reading Service was transferred from the State Library to the Idaho Commission for the Blind. Braille service is provided under contract with the Utah	2,401	2,401	$70,209	$111,566	$181,775

LSCA FUNDED SERVICES TO THE HANDICAPPED
FY 83

State	Library	Project	Blind	Total Number People Served	Expenditures LSCA	Expenditures Local	Expenditures Total
ID	State (cont'd)	State Library. Deposit collections of large print books were provided to public libraries whose staffs assist in the identification and registration of persons eligible for the service.					
IL	State	Services to the Blind and Physically Handicapped. This supports the Illinois Regional Library for the Blind and Physically Handicapped. The State Library continued to contract with the Johanna Bureau for the production of printed matter on audio cassette of titles not available in this format from other sources.	25,000	25,000	$7,084	$1,337,667	$1,344,754
IN	State	Services to the Blind and Physically Handicapped. LSCA funds are used for a portion of the Division for the Blind and Physically Handicapped services, specifically: a Braille Librarian, 2 clerk-typists, a Clerk Reader Advisor. LSCA pays also for an IN-WATS telephone line so that any person, institution, or library requesting service concerning the blind and physically handicapped may contact the Division at no cost. Five subregional libraries receive LSCA grants for operations, and served 5,462 persons. There were 779 deposit collections and the total circulation was 369,494. Seven talks were given to school classes and 140 young readers participated in the 1983 Summer Reading Club. The number of individual braille users decreased by 18.7% (fewer young people are learning to		11,407	$185,516	$139,899	$325,415

LSCA FUNDED SERVICES TO THE HANDICAPPED
FY 83

State	Library	Project	Blind	Total Number People Served	Expenditures LSCA	Local	Total
IN	State (cont'd)	read braille due to mainstreaming in public schools); 22,753 publicity items were distributed and mailed. Three bibliographies were produced.					
IA	State	Service to the Blind and Physically Handicapped. Efforts this year focused on increasing the awareness of the public of these services. A new brochure was produced, presentations were made and work began on a television feature on the Library. Two catalogues were produced, one of leisure reading on cassette and the other on large print books. LSCA funds were used also to purchase cassette recorders, microphones and microphone stands for use by volunteer recorders.		18,450	$26,000	$26,000	$52,000
KS	State	Services to the Blind and Physically Handicapped. The Regional Library was moved from Topeka to the campus of Emporia State University in July 1983. The move came about because (1) the State of Kansas had sold the property on which the Library was located, and (2) there was a strong belief that if the Library worked cooperatively with the School of Library and Information Management at Emporia State University, there might be a positive influence on the training of librarians to serve the handicapped. The evidence to support the belief in the latter came from a 1981 symposium to discuss the educating of librarians and information scientists to provide information and library services to blind		8,045	$122,500	$166,102	$288,602

State	Library	Project	Blind	Total Number People Served	Expenditures LSCA	Expenditures Local	Expenditures Total
KS	State (cont'd)	and physically handicapped individuals. After the move was accomplished, the first project undertaken cooperatively by the library school and the Talking Book Network was the planning and development of a user survey. A planning session was held in August 1983 and needs identified. Talking book users will be surveyed in the spring of 1984 to evaluate the effectiveness of the service. A shortage of cassette machines has caused a problem in trying to provide service to all readers and there is currently a waiting list. The State Library has been notified that within six to twelve months there should be enough machines available to serve everyone who wants service. Circulation was 221,590.					
KY	State	Library for the Blind and Physically Handicapped. On July 1, 1983 The Kentucky Regional Library for the Blind and Physically Handicapped was renamed the Kentucky Talking Book Library (KTBL). Patrons were surveyed prior to the name change, 88% voted in favor of the proposed change. Three thousand hours were donated by volunteers who not only recorded 70 books, but also assisted with clerical duties, checking cassette tapes, machine repairs, and the production of braille materials, such as the library newsletter. Circulation was 173,187. A major highlight was the meeting of the Southern Conference of Librarians for the Blind and Physically Handicapped		4,100	$69,800	$200,000	$269,800

State	Library	Project	Blind	Total Number People Served	LSCA	Expenditures Local	Total
KY	State (cont'd)	which was hosted by Kentucky. A shortage of new cassette players led to waiting lists as high as 200 persons. In August 1983 the first meeting (attended by 27 persons) of an advisory coucil on library services to the blind and physically handicapped was held. The council was established for the dual purpose of helping the agency ascertain and meet the needs of this special user group, and of creating advocates for library services to this group. The first random telephone survey was conducted to determine the extent of problems patrons were having with damaged and missing tapes in their cassette books. Results indicated that 60% had experienced such problems. The solution was to assign a person to inspect outgoing cassette books. Public relations and publicity efforts continued throughout the year using all types of media and cooperation with 18 organizations to improve service. LSCA funds were used primarily for supplies and equipment, travel, postage, and for materials and walk-in service in the two sub-regional libraries.					
LA	State	Blind and Physically Handicapped. The collection is made of an in-house collection of 127,672 items recorded on disc and cassettes or embossed in braille. In addition, the State Library maintains a collection of 2,688 large print books for circulation which overall totaled 120,811. To eliminate patron complaints, the manual circulation	4,674	6,700	$72,295	$141,044	$213,339

State	Library	Project	Blind	Total Number People Served	Expenditures LSCA	Expenditures Local	Expenditures Total
LA	State (cont'd)	system was overhauled. The success of the new system was measured by fewer collect calls received in FY83 (fewer complaints) and reports by the user liaison group that delays in service were now eliminated. Several new services were implemented: Over 500 books were duplicated; more than 3,500 catalogs were mailed to patrons for use in ordering materials from the library; staff duties were reorganized.					
ME	State	Handicapped Services, Statewide circulation of recorded books and magazines was 139,992, a 24.3% increase over FY82. Over 4,000 books were added to the collection, which is now 50,203 items. A gift of $1,000 from the Maine Federation of Women's Clubs was used to purchase a reel-to-reel recorder and cassette tape rewinders. Other activities of note: production of 12 books by the volunteer recorders, the merger of direct recorded magazine subscriptions and automated mailing lists, and continued contact with organizations serving the handicapped. Circulation of large print materials was 29,094, a 10% increase over FY82. Nearly 800 books were added to the collection which is now over 8,000 items with a readership of more than 400. A TRS-80 microcomputer is used to produce the catalog of Maine books, lists of recorded magazines and the catalog of large print books.	2,400	2,800	$58,296	$37,685	$95,971

LSCA FUNDED SERVICES TO THE HANDICAPPED
FY 83

State	Library	Project	Blind	Total Number People Served	Expenditures LSCA	Local	Total
MD	State	Library for the Blind and Physically Handicapped. More than 15,180 items were added to the collections, a 4.4% gain in holdings. Circulation was 244,463. More than 90,400 magazines were mailed to users. Deposit collections were located in 555 places, which included nursing homes, schools, hospitals, and other types of libraries. The automation of the files will decrease the turnaround time of materials and make more personalized services available.	15,266	15,266	$211,178	$154,091	$365,269
MD	Carroll County Library	Extension of Library Service to the Hearing-Impaired. This is done in cooperation with two educational institutions, to provide access to library materials and services for the county's hearing-impaired. The County Library works with the Institutions and with the 80 hearing-impaired persons to choose equipment, materials, and develop programs relevant to their needs.		80	$10,000	$	$10,000
MA	Brockton Public Library	Shared Large Print Materials. The BRASH consortium consisting of libraries in Brockton, Randolph, Avon, Stoughton, and Holbrook broadened the scope of their cooperative activities with the development of a large print cooperative. The Brockton Public Library acted as the administrative center for the project. Responsibilities for the project were divided as follows: Holbrook launched the public relations campaign,	593	166,273	$5,098	$	$5,098

State	Library	Project	Blind	Total Number People Served	LSCA	Expenditures Local	Total
MA	Brockton (cont'd)	Randolph processed the new materials, Brockton took care of financial accounting, Stoughton transported the books on its delivery van, and Avon wrote project reports and hosted the reception. A book selection policy was developed jointly, a union list compiled and distributed, and 5 book collections were established for periodic rotation to each library. The titles were added to the Boston Public Library's database. A strong and effective publicity campaign was launched which included news releases, public service announcements, book lists, personal visits to clubs, schools, town events, and senior citizens' housing. A local public relations firm donated help on strategies. A logo contest was run to elicit public interest and to find a logo for the consortium; and members of local art societies were asked to serve as judges. A reception for trustees, staff, local authorities and interested townspeople capped the campaign to attract attention to the new offerings. A local supermarket donated the refreshments for the reception. Books in the five collections began to circulate immediately.					
MA	Brooks Free Library	Local resource sharing. Five Lower Cape Libraries cooperated to make available an expanded collection of large print materials. A book selection policy was formulated cooperatively and each library received a share of the new collection. Questionnaires were distributed to users to determine preferences. Feedback from patrons showed pleasure and approval.	130	30,000	$5,000	$	$5,000

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State	Library	Project	Blind	Total Number People Served	Expenditures LSCA	Local	Total
MA	Central Massachusetts Regional Library System	Large Print Collection for Central Massachusettss. New large print titles were purchased and distributed through interlibrary loan and the bookmobile. An updated union catalog will include all of the newly acquired titles.	2,000	2,000	$5,300	$	$5,300
MA	Central Massachusetts Regional Library System	Talking Book Library for Central Massachusetts. A project to demonstrate the feasibility of "mainstreaming" a subregional talking book service in a library setting with other library users. This mainstreaming offers disabled persons both special materials suited to their needs and access to full library services in one location. A user awareness/satisfaction survey provided information for action. Patrons were dealt with individually to improve service to them. Special interest materials were recorded in cooperation with the Talking Information Center--a radio reading service-- using its Worcester Public Library sound studio. An afterhours telephone tape was implemented, and a circulating collection of museum replica statuary, purchased with funds from the Massachusetts Commission for the Blind, was made available. Visitors included Senator Ted Kennedy and Congressman Barney Frank. A "Blindness Awareness Day" was cosponsored by the Massachusetts Commission for the Blind and the Massachusetts Association for the Blind. A brochure was distributed along with a list of materials to help children shape positive	2,000	2,000	$51,558	$	$51,558

State	Library	Project	Blind	Total Number People Served	Expenditures LSCA	Local	Total
MA	Central Massachusetts (cont'd)	attitudes toward the disabled, and bibliographies on special needs materials. Carrel-type furniture was purchased for use in two library sites enabling the disabled to use comfortably visual devices and other equipment at these electrified carrels.					
MA	Duxbury Free Library	Large Print Resource Sharing. Each of the three participating libraries ordered Large Print books. Cataloguing information was shared among the libraries, and the new titles will be available through interlibrary loan. A union catalog in booklet form was produced. Copies of the catalog with the Seacoast Consortium (SeaCon) logo were sent to agencies, homes of the elderly and to high school guidance offices and libraries. Publicity was done separately by each library. A very marked increase in Large Print book circulation has been noted.	122	50,000	$6,000	$	$6,000
MA	Leominster Public Library	North Worcester County Large Print Cooperative. The five libraries in the cooperative purchased 400 books for a quarterly rotating collection and certain reference-type materials and magnifiers to be kept permanently at each library. Patrons were pleased with the new titles, and circulation increased at all libraries. Publicity efforts were made to reach the public. Contacts were made with personnel of local agencies working with the elderly, the visually-impaired, and shut-ins to determine needs and reading interests. The book selection policy was developed based on the information gleaned from the agencies.	194	67,458	$8,184	$	$8,184

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State	Library	Project	Blind	Total Number People Served	LSCA	Expenditures Local	Total
MA	Leominster (cont'd)	User response was greater than anticipated, and the libraries expect to continue this cooperative effort in the future.					
MA	Massachusetts Association for the Blind	Large Print Enlargement Service. The Association provided a photocopy service which enlarges printed matter. Furniture, a photocopy machine, a bookbinder, paper cutter and an air conditioner were purchased. It took some months of trial and error to determine the best kind of paper to use and how to use the equipment most effectively. Local funds were used to hire an operator. Procedures were developed, staff training completed, copyright clearance clarified, and a marketing plan devised, making the project operational two months after initiation. Publicity materials were mailed. Recipients included all the State's public libraries (500 free copies were allocated to the Board of Library Commission which, in turn, allocated them to the seven Access Centers). By the end of the first 4 months, 47 requests had been received. The service is now available to colleges, agencies and organizations who work with the visually impaired, and to individuals.	18,583	33,000	$14,296	$	$14,296
MA	Needham Public Library	Telephone service to the Deaf. Two Telecommunication Devices for the Deaf (TDDs) and a caption decoder were purchased and made available for use in the library and for circulation. Newspaper and library newsletter publicity and notification of the police department		25	$2,175	$	$2,175

State	Library	Project	Blind	Total Number People Served	LSCA	Expenditures Local	Total
MA	Needham (cont'd)	and local service agencies alerted the public to the project and its new services. Halfway through the project calls to the library on the TDDs averaged one per week. The major publicity effort was a brochure which was not printed before the termination date becuase of the printer's negligence. A large mailing is planned as soon as the brochure is available. Funds were used also to purchase books and pamphlets from the Alexander Graham Bell Association for the Deaf.					
MA	Athol Public Library	Millers River Library Cooperative. Three Libraries (Athol, Orange, and New Salem) purchased about 200 large print books cooperatively to add to the variety and timeliness of titles now available. Guidelines for participation in the cooperative and for book selection were formulated jointly. Publicity included news releases, posters, visits to nutrition sites, senior citizens gathering places, the post office and an organization for visually handicapped people. Deposit collections were initiated in local homes for the elderly. Cooperation among the libraries has extended beyond the project's objectives, with the libraries now planning programs together and sharing public relations efforts.	100	18,032	$2,000	$	$2,000
MA	State	U.R.G.E. Two ranges of compact shelving were purchased and installed to house the disc and cassette books. Old shelving was relocated in the basement for storage. The new shelving	18,583	135,899	$13,500	$	$13,500

State	Library	Project	Blind	Total Number People Served	LSCA	Expenditures Local	Total
MA	State (cont'd)	allowed for greater accessible storage and circulation of disc books now being added to the collection. Shipping time was speeded up to meet circulation increases and user demand more efficiently. Now weeding and shifting decisions correspond to user demand rather than to space constraints. Overall LSCA grants were primarily for Access Centers, for the nurturing and development of the Talking Book libraries, and for the sharing of large print resources. As a result of the continued interest in physical accessibility, the building of ramps, the installation of elevators, and the ever present concern for funding, a brochure Making Massachusetts Libraries Accessible was developed by the Consultant. The distribution of the brochure statewide coincided with renewed interest in buildings and the availability of LSCA Title II construction funds. The Xerox Corporation's gift of Kurzweil Reading Machines to academic libraries doubled the number of machines in the State, and provided the impetus for a meeting of the librarians working with these devices, for an exchange of information among new and old owners.					
MA	Bridgewater Public Library	Access Center. An advisory committee was formed representing organizations who work with or teach about the handicapped and disabled library users. Committee members gave advice on physical access to and within the building, reviewed equipment lists, made	60	17,202	$9,380	$	$9,380

State	Library	Project	Blind	Total Number People Served	LSCA	Expenditures Local	Total
MA	Bridgewater (cont'd)	suggestions for materials purchases and assisted in planning programs for National Handicapped Awareness Week in October. Aids and devices and special format materials were purchased to provide improved access by persons with various kinds of disabilities. The Friends group established and began coordinating a shut-in service of book delivery for homebound persons using volunteers. Area libraries were encouraged to learn more about the needs of the handicapped and to borrow from the Center's new resources items needed to serve their patrons. Twelve area librarians participated in a sensitivity training workshop given by Boston's Commissioner of Handicapped Affairs. Publicity included newspaper articles, flyers, a brochure, articles in the library newsletter, and appearances on a local radio talk show. The introduction to the project was capped by a two-day Open House during which several programs and demonstrations of equipment were offered. One program brought elementary school children to the library to hear two Bridgewater College students in wheelchairs describe how they adjust to and work out their problems of physical access in everyday situations.					
MA	Brockton Public Library	Project Outreach. Despite staffing problems, this project has begun to achieve its goal of improving library services to the elderly, homebound and handicapped. New and appropriate materials have been added. A user survey reported satisfaction. Both the number of homebound visits and deposit collections have increased.	397	15,647	$11,665	$	$11,665

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State	Library	Project	Blind	Total Number People Served	Expenditures LSCA	Local	Total
MI	State	Services to Blind and Physically Handicapped. Staff increased from ten to twelve FTE positions. The collection increased to 31,628 titles and 158,579 volumes. Cassettes checked, rewound, repaired, replaced and duplicated totaled 82,855. Total circulation was 432,564, an increase of 5,742 over FY 82. There was a nationwide shortage of cassette machines resulting in the establishment of guidelines for issuing them: first priority to veterans, second priority to current patrons, third priority to newly registered patrons. By September the waiting list for machines had more than 400 names on it. The number of Talking Book and Cassette Machines repaired by staff, telephone pioneers and other volunteers was 1,385. In September 1983 the IN-WATS telephone line, which had been eliminated in January 1981 due to budget cuts, was reinstated. During FY 1983 the Library was given approval to produce a quarterly newsletter with a first issue scheduled for Christmas of 1983. There were 17 persons certified as braille transcribers. The purpose of the Consumer Involvement Committee (CIC) was redefined to give advice and make recommendations to the network for services to the handicapped, and, when appropriate, on practices, policies and goals of library service to blind and physically handicapped individuals. The opening of two new subregional libraries resulted in realigning boundaries to correspond to cooperative boundaries. Standards for subregionals were formulated, outlining minimum	12,770	12,770	$296,411	$164,630	$461,041

LSCA FUNDED SERVICES TO THE HANDICAPPED
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State	Library	Project	Blind	Total Number People Served	Expenditures LSCA	Expenditures Local	Expenditures Total
MI	State (cont'd)	and ideal service levels. A new funding formula for subregionals was devised ($15,000 per subregional and $.75 per eligible patron).					
MN	State Dept. of Human Services	Communication Services for the Blind and Physically Handicapped. A statewide radio reading service known as the Minnesota Radio Talk Book. Broadcasts 24 hours a day, 7 days a week. Program content includes major regional newspapers, current magazines and best sellers.	9,000	9,000	$12,633	$478,535	$491,168
MN	5 Regional Libraries	Large print books. Primary activities of the project were the purchase of large print books and delivery of library services to the homebound.		21,000	$23,984	$30,846	$54,830
MS	State	Service for the Handicapped. User patterns indicate that more institutions (especially schools) are providing service for readers in situ. Elementary and secondary schools are using the talking book service very heavily with their mainstreamed handicapped students. Five workshops were held for public librarians and institutions, 20 libraries were visited and 7 programs were presented to civic clubs. The accomplishments of the Friends of Handicapped Readers were recognized by President Reagan in April, when the Friends were awarded the President's Volunteer Action Award, only 20 of which are presented nationwide each year. The Friends sponsored a poster which was mailed to all	5,705	5,942	$52,032	$79,441	$131,473

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State	Library	Project	Blind	Total Number People Served	Expenditures LSCA	Expenditures Local	Expenditures Total
MS	State (cont'd)	public libraries advertising the talking books service. The recording program is supported entirely by the Friends; in FY 83 the group contributed $2,000 worth of blank open-reel and cassette tapes for duplication of locally produced materials; 29 books by Mississippi and about Mississippi were recorded during the year. The Friends also raised money for the purchase of a microcomputer and an after-hours telephone answering device. Deposit collections grew approximately 5.4%, a steady and continuing growth due largely to the number of schools which participate in the service. Since FY 1980, there has been an overall growth rate of 21.7% in deposit collections. Mississippi magazine ran a free advertisement concerning the availability of talking books in its May-June 1983 issue, with more scheduled.					
MO	State	Service to the Physically Handicapped. Federal funds were used to accomplish two purposes. The management of the Regional Library was transferred from the St. Louis Public Library to the State Library, with the State Library contracting with the St. Louis Library to retain two key staff members of long standing. The computerization of all record keeping activities was begun.	23,000		$58,965	$244,544	$303,509
MT	State	Blind and Physically Handicapped. Braille service was provided to 29 users through contract with the Multi-State Center West in Utah	1,494	1,494	$63,943	$30,369	$94,312

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State	Library	Project	Blind	Total Number People Served	LSCA	Expenditures Local	Total
MT	State (cont'd)	at a cost of $430 per user. A trained braille librarian and a WATS line are available to all Montana users. The nationwide shortage of cassette machines prevented the distribution of the projected 1,500 machines; circulation was 54,560. Recording booths and recruitment of volunteers were completed; three narrators and one monitor were trained and five titles were completed. A total of 5,779 volunteer hours were donated to the library.					
NE	State	Blind and Physically Handicapped Services. Thirty one magazines were duplicated in quantity and included such titles as Nebraskaland, Nebraska Farmer and Handicapped American's Report. Magazines in Special Formats an annotated catalog of all the magazines available from the Library was published and distributed. Circulation was 114,329. Nebraska Cassette Books, 1983 listed the 118 Nebraska or Western life books recorded by the Library. Braille service is provided through a contract with the Utah State Library Multi-State Center. A toll-free telephone line is open 24 hours a day with a recording device for times when the Library is closed. Staff members are involved on a regular basis with organizations concerned with the handicapped. Public information activities were a priority for FY 83. There were public service announcements, a newsletter, Interchange, exhibits and presentations at conventions and at organizations' meetings, and a Consumer Forum. The Forum	4,501	5,627	$57,977	$188,250	$246,227

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State	Library	Project	Blind	Total Number People Served	Expenditures LSCA	Expenditures Local	Expenditures Total
NE	State (cont'd)	was held to solicit ideas and comments from consumers on the Library's services. Evaluation of the project was positive, and included a recommendation that a 1984 Forum be held. A "Super Reader" summer reading program for children who use the Library saw 18 children complete the program. The Advisory Committee of the Nebraska Library for the Blind and Physically Handicapped discussed automation, assisted in the review of several automation programs, endorsed the concept, and recommended that funding be secured for the project. An IBM Personal Computer was obtained and a program developed for automation of patron records and mailing label production. The Committee also discussed the library facilities and the shortage of staff. The facility was rearranged to provide a reception area for patrons, and an additional Reader's Advisor was assigned to the program.					
NH	State	Service to Handicapped Children. A demonstration project to identify the locations and conditions of 2,500 handicapped children who are not receiving library services they may need, appoint a children's librarian and to incorporate the volunteer services of children's librarians in the State who will offer story hours for handicapped children. A children's Library Consultant was appointed. Collections, programs and delivery systems were developed. School personnel were contacted, a summer reading program was conducted. Contact was made with agencies serving	750	1,500	$2,372	$69,240	$71,612

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State	Library	Project	Blind	Total Number People Served	Expenditures LSCA	Expenditures Local	Expenditures Total
NH	State (cont'd)	the handicapped to develop a profile of needs. A monthly calendar and related bibliography was started for the children as well as educational media personnel and special education staffs.					
NJ	State	Services to the Blind and Physically Handicapped. This fiscal year began with the dedication of a new library building. Hours were expanded from 40 to 55 per week, including one evening a week and on Saturday. Special events included a summer reading club party, a 3 day conference for librarians serving the handicapped from the 13 northeastern States, and a Spring Festival on Blindness which attracted more than 350 people. In January 1983 the Library took over from the New Jersey Commission for the Blind the machine-lending function. On August 3, 1983 several sections of 3-tiered stacks in the State Records Storage Center, which shares the new building with the Library, collapsed and killed a State worker. Although the Library's 2-tiered stacks are significantly different from those which collapsed, they were purchased from the same vendor under the same contract. The Library's stacks were locked by the State Police and have been closed ever since, leaving the Library to serve 10,000 readers with nearly its entire collection under lock and key. The Library has been able to maintain some service by re-circulating materials	8,900	9,814	$138,406	$220,884	$359,290

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State	Library	Project	Blind	Total Number People Served	LSCA	Expenditures Local	Total
NJ	State (cont'd)	returned by readers and by enlisting assistance from other regional libraries on the East coast. Even with this effort circulation fell drastically to approximately one third the average monthly total; circulation was 292,868 books and magazines. Seven of the 31 full time and two FTE staff members are funded under LSCA; these persons work in virtually every phase of the Library's program.					
NJ	State	Deaf Awareness. The Library for the Blind and Physically handicapped coordinated activities designed to improve library services to the deaf. Major programs led to the establishment of 19 service centers in public libraries. Each library sent two staff members to sign classes; each has received a TTY and a grant of $150 to purchase materials about deafness. The State Library sponsored a series of 20 classes in sign language in 4 different locations in the State; 60 librarians participated. A full day workshop was held to increase public library awareness of the service needs of the deaf and was attended by 60 librarians.			$5,985	$	$5,985
NY	State	Library for the Blind and Physically Handicapped. Circulation was 311,796. Other services provided included a quarterly newsletter in braille, cassette, and large print editions and the handling of 15,041 messages related to inquiries and services received on a toll-free recording device. Specialized	24,435	24,435	$502,503	$	$502,503

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State	Library	Project	Blind	Total Number People Served	LSCA	Expenditures Local	Total
NY	State (cont'd)	services provided to public and private schools included consultation on establishing service for the visually impaired, arranging for special needs, and immediate response to school and student requests. To meet the specialized needs of students and educators two issues of the School News were produced and distributed to 507 educational institutions; these newsletters aid school library media specialists serving visually handicapped students. Several library systems have instituted staff sensitivity training for work with persons with hearing impairment. Several have incorporated signing at public meetings and presentations. The State Library cooperated with Saint Mary's School for the Deaf in Buffalo to make information and technical assistance available to librarians. State Library staff have also cooperated with the State Education Department's Office of Vocational Rehabilitation in developing plans for services to hearing impaired persons through the development of model programs. Some libraries have TDD devices for communication with hearing impaired persons and with community service agencies serving them.					
NY	Chautauqua-Cattaraugus Library System	UPDATE--radio reading service. UPDATE broadcasts 55 hours per week primarily items of local interest from the local daily newspapers and features. Favorite programs are local newspaper shopping advertisements, especially food ads.	258	258	$20,750	$	$20,750

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State	Library	Project	Blind	Total Number People Served	Expenditures LSCA	Local	Total
NY	New York Public Library	Service to the blind and physically handicapped. Approximately 32 volunteers assist in special projects, specifically, members of 3 units of Telephone Pioneers and students from two high schools participate in the equipment maintenance and repair program; others serve as narrators, monitors and audition tape evaluators in the Audio Book Studio program. Three newsletters in large type and braille formats were produced and distributed to library patrons. The newsletter and the brochure/application are easily the most far reaching outreach effort. Most of the library's users are 55 years or older and live at great distances from it. The purchase of a Kurzweil Reading Machine is anticipated. Training in the use of aids for the visually impaired was continued successfully. Circulation was 334,106.	19,512	19,512	$120,000	$	$120,000
NY	Ramapo Catskill Library System	RADIO VISION--radio reading service. The addition of 4 hours of service per day means that RADIO VISION now provides 24-hour service Monday through Friday. The program is linked with the operation of NPR (National Public Radio) and Intouch Radio Reading Service in New York City through the creative use of automation equipment. LSCA funds were used for contracts with stations, telephone line charges, the purchase of local reading materials and the installation of an air conditioner to maintain climate control which insures optimum performance from the professional quality broadcasting equipment. New	425	425	$11,352	$	$11,325

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State	Library	Project	Blind	Total Number People Served	LSCA	Expenditures Local	Total
NY	Ramapo Catskill (cont'd)	playback equipment made possible a new program for young listeners who are visually handicapped. More than 200 volunteers participate in the program.					
NC	State	Services to the blind and Handicapped. The Library met its stated objectives this past year. Volunteers produced 14 titles on tape and 43 in braille, as well as 78 issues of magazines on tape and 5 on braille. The newsletter was published on schedule, and circulation increased by almost 20,000 compared to the projected increase of 500. LSCA funds made possible the contracting of braille proofreading services and hiring of temporary staff to help with special projects and with backlogged work. LSCA provided also a printing budget for newsletters and catalogs, a vehicle maintenance budget for the truck used to carry materials to and from the U.S. Postal Service, a materials budget for large type books, and a small equipment budget. Book stock increases were 9% to 32,730 titles, and 2% to 177,455 volumes with circulation increasing by 7% to 291,056; incoming calls were up 1% to 14,168.	8,030	10,000	$32,075	$470,589	$502,664
ND	State	Services to the Blind and Physically Handicapped. The Talking Book Service is provided under contract with the Regional Library for the Blind operated by the South Dakota State Library. This service cost $65,000 for FY 1983. One half-time person provides outreach		1,253	$74,006	$	$74,006

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State	Library	Project	Blind	Total Number People Served	LSCA	Expenditures Local	Total
ND	State (cont'd)	and promotional services to inform eligible persons of the service, acts as trouble-shooter and solves problems. This person also performed other public relations functions: mailings to doctors' offices; visits to nursing homes; exhibiting at conventions; doing publicity spots on radio and television; and being available to educate State Library staff on how to serve the disabled. Her efforts have increased awareness of the program and augmented its use.					
OH	State	Consultant for Services to the Handicapped. The Consultant began work in February 1983 in a position which had been vacant for a year. A major portion of the person's time was spent becoming familiar with Ohio programs and services for the handicapped, establishing contact with related agencies, and determining needs and present services. Visits were made to 18 public libraries, 4 institution libraries, 5 regional library systems and the regional libraries for the handicapped in Cleveland and Cincinnati. Assistance was given to two public libraries in developing a program serving disabled people and preparing a project application for LSCA funding.		Not Applic.	$982	$7,790	$8,772
OH	State	Service to Blind and Physically Handicapped. The Cleveland and Cincinnati Public Libraries, under contract with the State Library, act as providers of braille and talking book	17,707	20,472	$84,151	$591,629	$675,780

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State	Library	Project	Blind	Total Number People Served	LSCA	Expenditures Local	Total
OH	State (cont'd)	services to readers across the State. Circulation was 793,426 (Cincinnati, 268,000; Cleveland, 525,426). Cincinnati distributed public service announcements to radio stations in its 33 county service area; involved 35 volunteers in a taping program that concentrates on producing text books for the Cincinnati public schools; published a monthly newsletter for users and a quarterly newsletter for professionals who serve the handicapped; and promoted the program through printed materials and presentations. Cleveland improved automated services; received 12,000 incoming WATS messages; published a bimonthly newsletter in large print; honored 8 volunteers who had provided 1,050 hours of service; added ten titles of local interest which had been recorded locally; and promoted the program through contacts with related agencies, presentations and the distribution of brochures. The major problem was the shortage of cassette machines.					
OK	State	Blind and Physically Handicapped. Plans for computerized circulation were postponed. Book inventory was expanded. Maintenance of ongoing services was the primary use of the funds as State budgets tighten. Audio and broadcasting equipment was replaced and upgraded to improve greatly radio reading services. A 30 minute program is now distributed nationally monthly.	4,000	4,000	$25,179	$	$25,179

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State	Library	Project	Blind	Total Number People Served	Expenditures LSCA	Local	Total
RI	State	Services to the Blind and Physically Handicapped. An elevator was installed providing access for the handicapped. Publicity included an exhibit at the State Library Association meeting and displays in 8 public libraries. The Library prepared a monthly program for the Radio Information Services. A workshop was held for volunteer readers. There were 4 meetings of the Advisory Council on Library Services to the Blind and Physically Handicapped. The strength of the project is that the State has only one library for this service. The weakness is that the building is not functional for the best possible service; space for materials is shrinking and staff work space is very limited.	2,040	2,040	$37,534	$98,748	$136,282
SC	State	Service to the Blind and Physically Handicapped. Since its inception 11 years ago this service has been plagued by two major problems: inadequate facilities and a small staff. In spite of them the library continued to add to its collection to provide current materials for its patrons; the collection grew by 17,048 items to 132,292. Circulation continues to increase despite no increase in staff. Word of mouth from satisfied patrons and their associates continues to be the greatest source of publicity though the library uses all of the publicity avenues available. Public libraries all over the State are very active in their support of the service. They provide materials publicizing	7,571	7,571	$53,558	$160,540	$214,098

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State	Library	Project	Blind	Total Number People Served	Expenditures LSCA	Expenditures Local	Expenditures Total
SC	State (cont'd)	it. Machines and books are kept for demonstration purposes and emergency loans. Five libraries provide browsing collections of talking books. Even though service was provided to 1,360 walk-in patrons, this remains largely a mail order service with a need for avenues of communication between the library and its patrons. This is accomplished with a toll-free In-WATS telephone line equipped with a 24-hour answering device which handled 5,599 calls; a quarterly newsletter available in large print and on cassette tape; and through personal correspondence.					
SC	State	Service to the Deaf. The State Library distributed to public libraries a list of certified interpreters from the State Registry of Interpreters for the Deaf. The 3 libraries in the project promoted the new TDD service with mixed success. Spartanburg County Library, located in the same community as the State School for the Deaf had the most success. A program on library services for the deaf and hearing-impaired had an attendance of 22. A signed story hour was successful. Richland County Public Library held a public meeting featuring Alice Hagemeyer. Charleston County Library held a signed story hour and was represented at a meeting of the Charleston Association of the Deaf. All three libraries promoted the TDD service through brochures and community contacts. Nevertheless, TDD use has been disappointingly low,		50	$1,594	$	$1,594

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State	Library	Project	Blind	Total Number People Served	Expenditures LSCA	Local	Total
SC	State (cont'd)	especially in Richland and Charleston Counties. There were a total of 22 TDD reference calls and 12 calls back to answer questions in the State. However, this does not indicate a lack of need for the service but rather shows that in spite of their efforts, the libraries have not yet succeeded in reaching the deaf community either about the availability of TDD service or the library's relevance to their lives.					
SD	State	Handicapped. Visually and physically handicapped persons of both North and South Dakota are served by this project. The use of the service for both States involved 10,616 user contacts (6,197 by phone, 4,318 by mail, and 131 by personal contact); 139 bibliographies were produced for patrons. Circulation was 115,287 and 870 playback machines were shipped. Volunteer narrators recorded 226 books and 91 textbooks; these 84 volunteers donated 4,265 hours of time. At the end of this reporting period a corps of volunteer readers and machine repair persons was being developed at the South Dakota State Penitentiary. The collection increased by 2,785 books recorded on disc and 8,448 titles recorded on cassette; 81 textbooks were produced in large print. Braille services are provided to readers through a contract with the Utah State Library. At the end of this reporting period preliminary planning was being undertaken on the establishment of a brailling	4,000	4,000	$139,091	$	$139,091

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State	Library	Project	Blind	Total Number People Served	LSCA	Expenditures Local	Total
SD	State (cont'd)	unit at the South Dakota State Penitentiary. Inservice training included equipment repair workshops at Rapid City, Huron, Watertown and the State Penitentiary, and book narration workshops.					
TN	State	Regional Library for the Blind and Physically Handicapped. To make the public aware of the services offered by this library, one or more staff members presented programs or participated in meetings on 51 occasions. Circulation of all types of materials was 169,796, along with 167 deposit collections. An automated circulation system was initiated in August. The goal to provide radio reading services to the handicapped in 74 counties during this year was not met. The service is available to Middle Tennessee from Nashville and West Tennessee from Memphis. A continuing problem is maintenance of equipment which is related directly to inadequate staffing and heavy work loads. The incidence of overflows on the single WATS line suggests the need for an additional one. The LSCA Advisory Council Evaluation Team judged this Library to be efficiently organized and well administered. The evaluator observed the enthusiasm, skill, knowledge and commitment of the Library's Director.	5,050	7,487	$101,900	$243,221	$345,121
TN	Memphis Public Library	West Tennessee Talking Library, a radio reading service which operated for 6,534 hours during the reporting year with a staff of 8	575		$50,000	$	$50,000

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State	Library	Project	Blind	Total Number People Served	LSCA	Expenditures Local	Total
TN	Memphis (cont'd)	full-time employees and a core of 260 volunteer radio announcers and program producers. New equipment was installed which included automation, satellite and test items as well as SCA receivers. The new test equipment enabled the station's engineers to service fully the station's 800 SCA receivers. To identify the library aspects of this station, a number of changes were made; rewriting all the Public Service Announcements, strengthening the on-air identification, new oratory. A joint effort between the Library and the West Tennessee Lions Foundation resulted in a retransmission system being placed into operation, allowing for transmission to 13 additional West Tennessee counties, opening up the probability of serving additional known print-handicapped individuals. Four popular programs were lost, triggering a massive effort by staff to recruit, train, and schedule an expanded volunteer effort. This resulted in the production of 4 new special programs representing 98 hours a month of programming and more than 200 hours of volunteer and staff production effort. Efforts during the coming year might include: establishing new avenues of receiver funding; conducting an extensive Program Survey; Recruiting a stronger volunteer force; Developing new reception techniques, and strengthening the public awareness program.					
TN	Nashville/ Davidson County Public Library	Library Service to the Deaf. The service has been expanded to statewide coverage to reach the deaf, families of the deaf, and agencies serving them; 6,000 persons were served. Of three project personnel, one is fluent in sign			$50,000	$	$50,000

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State	Library	Project	Blind	Total Number People Served	LSCA	Expenditures Local	Total
TN	Nashville/ Davidson (cont'd)	language. The project has coordinated its efforts with local agencies working with the hearing-impaired. Agencies have used the wealth of materials available from the center and the expertise of the personnel. Telephone and teletypewriters ters are used to convey news of national and local interest. A collection of signed films is available and signed story hours are given for children. Public information packets have also been produced and are used by all the media and the related agencies. The State judges this project to be outstanding. There was a significant increase in the number of requests for information, more than twice the number of calls were received this reporting period that for the previous one. The TDD News is the only service which is used on a continuous basis by the deaf community, with nearly 12,000 requests for it during this reporting period.					
TN	Nashville/ Davidson County Public Library	WPLN Talking Library. This is a special broadcast service designed to meet the need of handicapped persons for current materials and programs. It serves as the prototype and central unit for statewide radio service to the handicapped. A total of 6,407 hours of programming was broadcast which included 329 public service announcements, 1,004 hours of magazines, 2,220 hours of newspapers and 138 138 books. The broadcast of advertisements from newspapers and magazines amounted to 130	1,374	1,374	$50,000	$	$50,000

State	Library	Project	Blind	Total Number People Served	Expenditures LSCA	Local	Total
TN	Nashville/ Davidson (cont'd)	hours. The majority of all locally produced reading programs were prepared by 217 volunteers who gave a total of 8,660 hours during this period. The placement of new receivers acquired as a result of the developmental work begun previously continued; they are being placed in distant counties because of the improvement in reception capability. The results continue to be most satisfying. With the loss of the engineer assigned to the Talking Library, receivers are no longer tested and aligned or repaired in house by staff. An experimental program in returning the receivers to the factory for repair was tried last year with a shipment of 37 receivers. It took nine months to get them returned. The Telephone Pioneers expressed a willingness to help with repairs. The number of counties being served remains at 34. Evaluation was by an advisory committee and telephone interviews. A total of 546 interviews were conducted. Selected results include: 123 persons reported being "all time" listeners; 120 listen primarily to magazines and books during evening hours, and 229 reported listening to the Shopping Basket. ("All-time listeners are defined as those who turn the receiver on at sign-on and off at sign-off. This does not imply that they listen closely all day.) The results of this ascertainment show that the broadcast of newspapers and advertisements continue to be the most popular programs with listeners.					

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State	Library	Project	Blind	Total Number People Served	LSCA	Expenditures Local	Total
TN	Nashville/ Davidson (cont'd)	Talk features and programs offering practical information continue to rank next in popularity. For example, 246 listeners reported listening to "Kitchen Chatter", a program designed primarily for the homemaker.					
UT	State	Services for the Blind and Physically Handicapped. Circulation was 200,000 books and magazines. Units to record textbooks for college students were set up at 3 major colleges; 100 volunteers recorded 350 textbooks for blind students. A mass media campaign was conducted with every television and radio station airing a 30 second spot. Utah remains as the Multistate Center serving 16 Western States. The Radio Reading service continued to broadcast 9 hours per day covering 2 local newspapers, 2 statewide papers, 12 magazines, shopping ads and old time radio shows among others. Fifteen new volunteers were trained to assist in the Radio Reading Service. The selection and circulation system was automated along with the Braille circulation for the Multistate Center. The major problems were those connected to the automation of the selection and circulation system, primarily the debugging of the system, re-training of staff, dealing with staff and patron anxieties and correcting errors associated with data entry.	2,200	2,925	$93,900	$177,202	$271,102

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State	Library	Project	Blind	Total Number People Served	Expenditures LSCA	Local	Total
VT	State	Library Services for the Handicapped. A trend shows that the use of talking book records is giving way to demand for tapes. A small collection on handicaps is maintained. The book and periodical collections are nearly 26,000, with a circulation of 70,319. Vermont books, as well as Vermont Life and Country Journal are recorded by volunteers. Tapes of minutes of public meetings, legislation, and voter information were produced, continuing a service initiated in 1980. Materials in five languages are provided to a few regular borrowers. Publicity included regular announcements on radio and television and exhibits at two fairs. A workshop on public library services for special populations was conducted, with the result that more public libraries have become involved in serving persons with handicaps, especially with large print books. A testimonial letter from the husband of a user speaks convincingly:" ...I can't tell you what a difference your service has made in our lives. After overcoming the initial psychological block, my wife now listens for hours with enthusiastic concentration.... As a result, there has been definite improvement in perception, endurance and memory, as if through your service a new Visiting Therapist had joined the team. Many, many thanks!"		1,525	$20,000	$27,011	$47,011

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State	Library	Project	Blind	Total Number People Served	Expenditures LSCA	Local	Total
VA	State	Service to the visually and physically handicapped. Circulation was 105,557. The regional library continued to be understaffed. The recorded book collection was weeded; the braille collection strengthened; patron files were brought up to date; and a new circulation system implemented.	5,000	7,029	$14,103	$85,000	$99,103
VA	Amherst County Library	Large Print Books for the Visually Handicapped. Twenty seven books were purchased; the average circulation for these titles was 6 times in a 10 month period. This is an above-average circulation when compared to new non-fiction, and is comparable to all but the best sellers. The books were used well by the older and visually handicapped patrons.		3,028	$279	$	$279
VA	Caroline Library, Inc.	Aid to the Visually Handicapped. Large Print books were purchased for use by the elderly in Caroline County.		500	$1,896	$	$1,896
VA	Chesapeake Public Library	Large Print Books were purchased for use by visually handicapped and aged patrons. These books are also distributed regularly to nursing homes in the area.		900	$433	$	$433
VA	Clifton Forge Public Library	Large Print Books were purchased to help update and expand the existing collection. The 15 new volumes purchased provided new titles for the deposit collection at a rent-subsidized senior citizen housing complex, and two area nursing homes.		782	$188	$	$188

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State	Library	Project	Blind	Total Number People Served	Expenditures LSCA	Local	Total
VA	Henrico County Public Library	Large-Print Books for Elderly and Visually Handicapped. Books were purchased and circulation of large-print books at nursing homes has continued to increase.		9,000	$2,338	$	$2,338
VA	Lonesome Pine Regional Library	Books for the visually handicapped. Large print books were purchased.		1,243	$1,860	$	$1,860
VA	Lynchburg Public Library	Large Print Books were purchased. These books are well read by Library patrons and are used to stock the bookshelf libraries in 14 senior citizen residential units and nursing homes.		4,500	$259	$	$259
VA	Madison County Library, Inc.	Large-Type Books were purchased and were used by many senior citizens and others who find regular print difficult or tiring to read. This collection is one of the most popular in the library and is doing much to spread awareness of the library's services in the community.		600	$415	$	$415
VA	Mary Riley Styles Public Library	Large Print Books. Eight books were purchased with emphasis on material of a general nature, with special concern for the interests of senior citizens. An increase in the circulation of large print books is attributed to the presence of the titles purchased with this grant and a new location of the large print collection.		13,219	$104	$	$104

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State	Library	Project	Blind	Total Number People Served	Expenditures LSCA	Local	Total
VA	Morgan Memorial Library	Large-Print Books/Materials on Tape. These materials were purchased to provide a nucleus of information and entertainment for the visually handicapped. The additional large-type books have been placed in new outlets on the fringes of the city.		5,000	$2,977	$	$2,977
VA	Narrows Public Library	Large-Print Books were purchased. These books are in very heavy demand; $79 was spent for older readers and $69 was used for juvenile materials.		75	$148	$	$148
VA	Norfolk Public Library	Large-Print Books were purchased primarily for use by senior citizens.		12,000	$365	$	$365
VA	Rockingham Public Library	Materials for Visually Handicapped and Hearing-impaired. Readers of large-print books were polled to determine their preferences: they favored romance, mystery, history, gothic and Westerns, in that order. In the non-fiction category their preference was for books on religion and biographies. They also preferred books with a hard cover over those with soft ones. Based on the questionnaire results 320 large print titles were purchased; of this number approximately 125 were romance (gothic and historical included), 90 mystery and suspense, 60 Westerns, and 40 non-fiction. Approximately 30 titles were added in the adult and children's departments on sign language, hearing-impaired and signed English books.			$4,109	$	$4,109

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State	Library	Project	Blind	Total Number People Served	Expenditures LSCA	Local	Total
VA	L.E. Smoot Memorial Library	Large Print Collection. Fifty seven titles were bought, thus increasing the Large Print Collection to 1,163 volumes.		1,300	$726	$	$726
VA	Staunton Public Library	Subregional Library for the Blind and Physically Handicapped. The Talking Book Center was begun in October 1981. There has been an incredible amount of positive feedback from many readers, especially children with reading disabilities who have been able to improve in school. The Talking Book Volunteers of the Shenandoah Valley help with signing up new readers and making home visits. They complement the work of one part-time library clerk. Virtually all of the funds from this grant were used to pay wages.		695	$1,097	$	$1,097
VA	Waynesboro Public Library	Large-Print Books were purchased for use by patrons who suffer from impaired vision. The books are used also to serve residents of nursing homes. Circulation was 2,975.		425	$741	$	$741
WA	State	Services to Physically Handicapped. Services are provided through a contract with the Seattle Public Library. A major move was completed in 1983 and was accomplished with a minimum disturbance to users by using the services of volunteers. Braille and Taping were done also by volunteers filling nearly 1,500 requests. Circulation was 180,000.	6,375	7,500	$49,000	$601,704	$650,704

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State	Library	Project	Blind	Total Number People Served	Expenditures LSCA	Local	Total
WA	Seattle Public Library	Regional Library for the Blind and Physically Handicapped. The funds were used for concurrent rent, purchasing and stabilization of shelving, portable recording and radio booths, for portable equipment cabinets and counters, signage, and telecommunications installation associated with the relocation of the Regional Library. The new location has 27,000 square feet, is accessible to the handicapped, and close to several major bus lines. Many volunteers assisted in the move.			$91,465	$	$91,465
WA	Seattle Public Library	Automated Circulation System for the Regional Library for the Blind and Physically Handicapped. The Seattle staff wrote specifications for an automated circulation system and issued a request for proposal. A successful bidder was found and a contract was signed by the end of the fiscal year. System design was expected to begin early in 1984.			$36,000	$	$36,000
WA	Seattle Public Library	Local collection development for the Regional Library for the Blind and Physically Handicapped. Funds were awarded to fill a need for material on the Northwest in the collection. Twenty four trained volunteers contributed a total of 1,468 hours to tape 137 titles which have been recorded in the National Library Service for the Blind and Physically Handicapped network database and added to the Washington Library Network holdings. A catalog of the titles was published and distributed.			$10,050	$	$10,050

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State	Library	Project	Blind	Total Number People Served	Expenditures LSCA	Expenditures Local	Expenditures Total
WV	State	Service for the Blind and physically handicapped. The needs of braille readers are met through a contract with the Philadelphia Free Library. Over 12,000 volumes from the large print collection were mailed to individuals and nursing homes. Over 4,000 calls were received on the 24-hour toll-free Wats line. Volunteers taped Wonderful West Virginia and works by West Virginia authors as well as items such as Medicare and Social Security handbooks. The greatest volunteer contribution continued to be support for "Hears to You", a radio reading service and the newest program which broadcasts Monday through Friday, 9:30 AM to 4:30 PM. Over 400 persons in the Charleston, Huntington, Buckhannon areas receive this program. User Feedback on all aspects of the service has been solicited whenever possible. Department policies and procedures were then evaluated in relation to this data. Total holdings are 147,740 with a circulation of 215,739. Some unique requests were filled by the staff: a greatly enlarged diagram of the operating instructions for a microwave oven was drawn for a patron; the user's instruction manual for a computerized cash register system was reproduced in large print for another	2,559	2,879	$20,942	$121,130	$142,072
WY	State	Services to the Blind and Physically Handicapped. Talking books and books in braille are provided through the Utah State Library	924	924	$23,702	$31,627	$55,329

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State	Library	Project	Blind	Total Number People Served	Expenditures LSCA	Expenditures Local	Expenditures Total
WY	State (cont'd)	service for the blind and physically handicapped under a contractual arrangement paid for by the Wyoming Department of Education. The State Library pays for IN-WATS calls to Salt Lake City for eligible Wyoming residents. The State Library purchased 246 large print books and two dozen magnifiers for use by the visually handicapped.					
GU	State	Service to the handicapped. Services are provided to the residents of Guam, the Commonwealth of the Northern Mariana Islands, the Federated States of Micronesia, the Republic of the Marshall Islands and the Republic of Belau. The following items were added to the collection: 100 recording discs, 159 large print books, 1,126 talking books. Circulation was 203.		27	$4,758	$13,285	$18,043
PR	State	Services to the Blind and Physically Handicapped. Achievements included 456 presentations made to libraries, government agency officials, municipal administrators, social workers, agencies for the handicapped and the general public. Two new depository collections were established in Maunabo and Quebradillas. Fifty two radio announcements were prepared and broadcast over 9 radio stations; 282 representatives from cities and towns visited the Library. Circulation was 5,105.	1,421	8,000	$35,378	$32,356	$67,734

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State	Library	Project	Blind	Total Number People Served	Expenditures LSCA	Local	Total
VI	State	Services to Blind and Physically Handicapped. Services were improved significantly with the relocation of the Regional Library from St. Thomas to Frederiksted, from a second story, no elevator facility to one which is at ground level. The St. Thomas facility was improved with the addition of a new 300 square foot reading room with an entrance ramp on the ground floor. In St. Croix, the Bookmobile and another new vehicle were added to facilitate home visits and delivery services. Plans to hire a bilingual library technician to be stationed at the new Regional Library headquarters in Frederiksted were once again thwarted. Circulation of talking books and other materials was 5,863 and 400 home visits were made on the three islands.	150	190	$8,761	$54,337	$63,098

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U.S. DEPARTMENT OF EDUCATION
CENTER FOR LIBRARIES AND EDUCATION IMPROVEMENT
DIVISION OF LIBRARY PROGRAMS
STATE AND PUBLIC LIBRARY SERVICES BRANCH

Library Services to Persons of Limited English-Speaking Proficiency

Fiscal Year 1983

By

Evaline Neff

The United States continuies to be a haven for immigrants from many parts of the world. The U.S. Bureau of the Census estimates, based on 1980 data, show that 13,956,077 people out of the total U.S. population of 226,545,805, or 6%, were foreign born. Of these, 4,296,504, or 1.9% of the total population "speak English not well or not at all". These immigrants with limited English-speaking proficiency need help, not only in acquiring and/or improving their knowledge of English, but also in getting information on how to cope with life in a society very different from theirs. Libraries are among the agencies which have developed resources and programs to ease some of the fundamental adjustments immigrants must make. A Federally funded library program assists in this effort.

The Library Services and Construction Act (LSCA) (P.L. 84-597, as amended) is a State formula grant program which fosters library and information services through public libraries acting singly and in cooperation with other types of libraries, such as those in schools, colleges, and universities, museums and industry. The 1984 amendments to the Act, under P. L. 98-480, added a provision that priority be given to programs and projects that improve access to public library resources and services for individuals with limited English-speaking proficiency.

The purpose of LSCA Title I is to assist the States and Territories in the extension and improvement of public library services in areas which are without such services or in which such services are inadequate. To be eligible for its annual allotment, a State or Territorty must submit a program for the use of the funds; in each, the funds are administered by the legally authorized State Library Administrative Agency.

In fiscal year 1983 18 States and 3 Territories funded 28 projects to provide cultural and library services to an estimated 2,244,933 persons of limited English-speaking proficiency; 15 of these States and Territories provided services for Spanish-speaking persons. Total expenditures of $3,602,413 for these services were reported, of which $1,770,256 were from LSCA funds: 1,306,724, or 74% of those LSCA funds were used for projects designed to serve Hispanic persons. Projects serving Native Americans exclusively used $45,437 LSCA funds in 8 States. The remainder of the projects were multlingual, some of them inculded service to Hispanics and Native Americans also.

No fewer than 28 languages were covered in the programs for 1983: American Indian dialects, Arabic, Cambodian, Chamorro, Chinese, Danish, Farsi, Filipino, Finnish, French, German, Greek, Hindi, Hmong, Italian, Japanese, Khmer, Korean, Laotian, Lithuanian, Polish, Russian, Spanish, Tagalog, Thai, Vietnamese, and Yiddish.

The projects on the attached list were funded wholly or partly under LSCA in fiscal year 1983. Services included:

* Telephone Information and referral programs;

* Provisions of books, magazines and audiovisual materials in foreign languages, with some in both the foreign language and English;

* Story telling for children in foreign languages;

* Cultural programs featuring non-English-speaking authors and artist whose works are available on loan, or are on exhibit at libraries and book fairs;

* Outreach programs to provide library materials and information to Indians on reservations, and to persons in migrant camps;

* Training of library personnel in providing services to bilingual communities;

* Publications such as directories, brochures, and pamphlets in a foreign language and English dealing with information useful to ethnic groups; and

* Bibliographic data base building.

Project histories reveal some continuing <u>problems:</u>

* Difficulty in acquiring materials in foreign languages. Acquisition problems include the delays encountered by U.S. jobbers in stocking titles, short supplies of titles published by publishers abroad and the depletion of stocks by the time titles are listed in U.S. catalogs and review services.

* Recruitment of staff with exotic language skills <u>in addition</u> to library training and experience;

* The beginning of experimentation with foreign language computer terminals in California; and

* The finding that, in some States, a single well-developed collection of materials in foreign languages and English-as-a-second language can provide better service statewide than many small collections in numerous locations.

Projects worth noting are:

In California the ASIA (Asian Shared Information & Acquisitions) project involved several major library systems and public libraries in the cooperative acquisition and cataloging of materials in Chinese, Japanese, Korean and Vietnamese; the use of a CJK foreign language computer terminal, the first in use by a public library; the appointment of a multi-lingual staff; and catalogs in the major languages of the project printed from the RLIN database which was used to catalog these publications.

In New York the Queens Borough Public Library operated a project which includes responsibility to provide advisory services to all of the State's public library systems. Key activities were: A directory of service agencies which provide services to non-English-speaking populations; a microcomputer disc of the directory program for use by the other library systems in the State; workshops and technical assistance to the other systems on developing library services to non-English-speaking populations; and the provision of non-Romance language publications via inter-library loan.

In North Carolina the Foreign Language Center, based in the Cumberland County Public Library, is a statewide project which provides materials in many foreign languages and English-as-a-second language; publishes a monthly newsletter which is used by other libraries with extensive foreign language collections, and has national prominence; and distributes micro-fiche copies of the collection's card catalog.

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State	Library	Project	Language(s)	Number People Served	Expenditures LSCA	Expenditures Total
AK	Juneau	Limited English-speaking and Language Interest. Titles were purchased in 27 languages, along with language tapes and records, including English for foreign speakers. An annotated list of the purchases was prepared	Alaskan German Korean Russian Scandavian Tagalog	2,000	$ 9,500	$ 12,515
AZ	Miami-Gila County Library	San Carlos Book Grant. The San Carlos Library is on the San Carlos Apache Reservation. Funds were used to purchase Hi-Low books for persons who have difficulty reading and are enrolled in literacy classes at the library, and to acquire books written by and/or for the Native American. Statistics showed a 32% increase in circulation and a 19% increase in the number of new patrons. A user survey showed that 88% of the patrons surveyed indicated satisfaction with the collection, especially the Hi-Low books.	American Indian	6,090	5,000	5,000
AZ	Nogales	Minority Services (Hispanics). Funds were used to purchase books and audio-visual materials in Spanish. The new holdings were publicized through presentations at local cultural organizations.	Spanish	15,230	10,000	10,000
AZ	Tucson	Old Pasqua Library Service. Funds were used to purchase equipment and materials as a first step in establishing li-	Spanish	400	2,255	2,391

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State	Library	Project	Language(s)	Number People Served	Expenditures LSCA	Expenditures Total
AZ	Tucson (cont)	brary service at the Old Pasqua Indian Village. Children's story hours were conducted by the Tucson Library staff. Adults are interested in the books about Yaqui people, phonorecords of ceremonial music, and the Latino music groups. A tape recorder was acquired to record ritual and ceremonial events (the Yaqui Easter ceremonies are renowned, with a culture composed of many different "societies", each with a colorful and important function in the six-week long Easter celebration).			$	$
AZ	Velma Teague	Spanish Language Collection Development. Books, periodical and newspaper subscriptions and recordings were purchased. Publicity efforts included radio and television Spanish program coverage, a Spanish book fair hosted by the library, and the initiation of a Spanish language vertical file in the Library. The newly expanded collection was introduced to the public the first day of National Library Week 1983; a four-hour "Celebracion!" included entertainment by a classical guitarist, 3 troupes of Mexican folk dancers and a live FM radio broadcast from the Library in Spanish. The festivities were video-taped for future cablecasting.	Spanish	2,000	13,100	13,100

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State	Library	Project	Language(s)	Number People Served	Expenditures LSCA	Expenditures Total
CA	Oakland	Spanish Language Data Base--Cataloging and Conversion of Bibliographic Records for Spanish Language Materials in the Sutro Library. This is part of a statewide project to create a Hispanic data base and bilingual access tools. An additional 25,000 records were added to the database which was started in 1977. The Spanish language subject and name authority control system was maintained.	Spanish	1,000,000	$150,157	$150,157
CA	Serra Cooperative Lib. Sys.	Serra Latino Services. Target libraries for this project were Chula Vista, Oceanside, Escondido, Carlsbad and Brawley. They were surveyed, along with latino organizations and publicity outlets in their areas. Project staff provided translation services for library forms and publications. Spanish materials were purchased. Cataloging was slow, but access to the California Spanish Language Data Base was available. Staff met four times with their counterparts in Mexicali and Tijuana.	Spanish	33,000	162,076	162,076
CA	South State Cooper. Sys.	ASIA (Asian Shared Information & Acquisitions). The South State System, in cooperation with the Santiago System and the Oakland and San Francisco Public Libraries, conducts a cooperative	Chinese Japanese Korean Vietnamese	185,000	1,550	1,550

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State	Library	Project	Language(s)	Number People Served	Expenditures LSCA $	Expenditures Total $
CA	So. State (cont)	acquisition and cataloging service for materials in 4 oriental languages. A multilingual staff was assembled at the Los Angeles County Public Library to purchase and process materials for the participating libraries in the RLIN database. A CJK foreign language computer terminal was installed, the first in use by a public library. Printed catalogs in the major languages of the project were produced from the database. Staffing is a considerable problem, as exotic language skills as well as library technical training are required. Staff found that the CJK terminal is easier to use for Chinese than for Japanese or Korean. There is a severe shortage of popular new titles in Chinese, Korean and Vietnamese. Some 1,800 titles were catalogued, and 20,000 volumes were shipped to libraries.				
DE	Sussex County	Spanish Collection, Milton Branch. Books, and other materials in Spanish were purchased to encourage the Spanish-speaking population to use the Library. Most of the patrons are using the items in the library, especially the magazines and newspapers which are read daily. Publicity has been largely by word-of-mouth and through a teacher who conducts adult education classes for non-English-	Spanish	800	3,200	10,198

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State	Library	Project	Language(s)	Number People Served	Expenditures LSCA	Expenditures Total
					$	$
DE	Sussex County (cont)	speaking residents. Circulation is low since few Hispanics register for a Library card. Community-at-large response has been positive.				
FL	State	Service to Indians (Native Americans). The project served persons on the Miccosukee Reservation. Funds were used for salaries and to purchase books.	American Indian	590	8,000	11,569
ID	State	Services to persons with limited English-speaking ability. The American Falls Library District purchased Spanish language materials. Many of the persons served are involved in the agriculture business in Eastern Idaho.	Spanish	Not given	2,500	5,000
MN	State	Library Service on the Reservation. Service is provided by bookmobile with biweekly stops at 7 locations on the reservation. Circulation was 3,063.	American Indian	1,500	13,056	43,056
MN	Four Public Library Systems.	South East Asian Refugees. Books and other library materials were purchased.	Laotian Vietnamese	750	31,015	34,015
NM	State	Bookmobile service. Books, reference service and film programs are provided through the bookmobiles which serve rural areas. Of the Limited English-speaking served, 595 are American Indians.	American Indian Spanish	7,857	172,215	172,215

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State	Library	Project	Language(s)	Number People Served	Expenditures LSCA	Expenditures Total
NY	Queens Borough Public	Services to limited English-speaking. The project included responsibility to provide advisory services to all of the State's public library systems. Key activities were: a directory of service agencies which provide services to non-English-speaking populations; a micro-computer disc of the directory program for use by the other library systems in the State; workshops and technical assistance to the other systems in developing library services to non-English-speaking populations; and the provision of non-Romance language publications via interlibrary loan.	Many	NA	$210,170	$210,170
NC	Cumberland County Public	North Carolina Foreign Language Center. The project serves the entire State. During FY 1983 the Center acquired materials in more than 30 languages, as well as subscribing to some 55 international periodicals. The collections of musical recordings and tapes and records for learning other languages were improved and augmented. The collection now numbers 26,316 ticles in books and on recordings. Circulation was 47,628. A larger number of libraries are using the Center's collection and reference services more than ever before. A deposit collection program makes the materials more	Many	Not given	95,150	98,982

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Fiscal Year 1983

State	Library	Project	Language(s)	Number People Served	Expenditures LSCA	Expenditures Total
NC	Cumberland County (cont)	readily available at the local levels. The greatest change in the Center's pattern of patron use occurred following the distribution of microfiche copies of its card catalog, which resulted in the receipt of many more specific requests. There continues to be a heavy demand for English-as-a-second language materials and advice, with the use of language learning tapes and records increasing dramatically during the year. Location, selection and acquisition of materials remain the major problems hindering the acquisition of suitable books, records and tapes. Interlibrary loans and deposit collections account for slightly over 60% of the Center's circulation. The difficulty of alerting the foreign born and other interested people to the Center's existence and services persists.			$	$
OK	State	Program for Indians. At the Ponca City and Stillwater public libraries a local Indian artist presented cultural programs.	American Indian	259	954	954
PA	Allentown Public	Services to the Spanish-speaking. The purpose of the project was to attract the Spanish-speaking to the public library, acquire bilingual materials, establish use patterns among parents and	Spanish	275	19,500	19,500

LSCA Funded Library Services to Persons of Limited English-speaking Proficiency

Fiscal Year 1983

State	Library	Project	Language(s)	Number People Served	Expenditures LSCA	Expenditures Total
PA	Allentown Public (cont)	children, and develop ongoing programs with two Spanish community organizations, the Hispanic-American Cultural Center and Casa Guadalupe. Children's story hours were conducted in Spanish and English, with emphasis on parents' attendance and involvement with the children at the programs. Attendance at these "Para Pequenos" sessions averaged 10 to 15 children, however, of this number only two or three were from Hispanic families. These story hour programs were used more by English-speaking parents who wanted to introduce their children to Spanish. The Hispanic families who attended were trying to keep their children's knowledge of the Spanish language and culture alive. Publicity and contacts with the two organizations were ineffective largely because of the rivalry and antagonisms between the two groups (one Puerto Rican, the other South American). No cooperative efforts could be developed. Aside from the difficulty in dealing with the two Hispanic organizations, it was discovered that emphasis on the Spanish language is probably not necessary. Children from Spanish-speaking families are being taught to read and speak English in school.			$	$

LSCA Funded Library Services to Persons of Limited English-speaking Proficiency

Fiscal Year 1983

State	Library	Project	Language(s)	Number People Served	Expenditures LSCA	Expenditures Total
RI	State	Services to Ethnic/Foreign Language Groups. Most of the consulting regarding development of public library services to ethnic/non-English-speaking persons was centered in discussions with Central Falls Public Library regarding foreign language books, language instruction in Spanish and Portuguese, and video programs. Over 200 slides were added to the Cape Verdean American Oral History collection. Publicity on public library services for ethnic/foreign language groups was aired on 15 radio programs and during guest appearances by public librarians. Contacts were made with organizations representing these groups. The strength of the project is that the State Library has staff assigned to maintain contact with the ethnic/foreign language groups. The weakness is that funding is not available to assist libraries in strengthening their services.	Cambodian Hmong Laotian Portuguese Spanish Vietnamese	NA	$ 13,399	$ 13,399
TX	Northeast Texas Library System	Service to Spanish-speaking. Approximately 100 books in Spanish were purchased for member libraries, and a workshop on library services to the Spanish-speaking was conducted.	Spanish	89	1,392	1,392

LSCA Funded Library Services to Persons of Limited English-speaking Proficiency

Fiscal Year 1983

State	Library	Project	Language(s)	Number People Served	Expenditures LSCA	Expenditures Total
UT	State	Service to those of Limited English-speaking Ability. The persons served were: American Indians (9,007), Vietnamese and Cambodian refugees (328), and Mexican-American migrant workers (421). Library materials available via bookmobile include recorded books, read-along programs of high interest/ low vocabulary and films. The Cambodian and Vietnamese groups were provided with materials to help them learn English. A library of 5,000 volumes was established in Ebapah on the Goshute Indian reservation; it is staffed and maintained by the Indians living there.	American Indian Cambodian Spanish Vietnamese	9,756	$ 10,978	$ 77,994
VA	Rockingham Public	Materials for persons with limited English-speaking ability. The following kinds of materials were purchased: dictionaries from Vietnamese, Cambodian, Laotian, Italian and Spanish to English; Study Guides to the TOFEL test; books on how to tutor someone in English as a second language; background materials and study guides for becoming a U.S. citizen; career guides; English language study guides.	Cambodian Italian Laotian Spanish Vietnamese	Not given	1,398	1,398
WA	Seattle Public	Asian Language Materials. There were 1,550 new monographic titles purchased, cataloged, and listed in a bibliography entitled Books in Four Asian Languages: a selection from Seattle Public Library,	Chinese Japanese Korean Vietnamese	NA	14,900	14,900

LSCA Funded Library Services to Persons of Limited English-speaking Proficiency

Fiscal Year 1983

State	Library	Project	Language(s)	Number People Served	Expenditures LSCA	Expenditures Total
					$	$
WA	Seattle Public (cont)	published in April 1983 in five languages. It was distributed statewide to public libraries and community service agencies involved with these ethnic groups. In addition to this printed listing, bibliographic information on the collection is available through the Washington Library Network.				
WA	Yakima Nation	The Challenge of Spilyay. This project involved tribal and public library cooperation to create awareness and stimulate use of the Yakima Nation Library. The goal was accomplished by combining media with a traditional Indian storyteller in a presentation based on the storyline of Spilyay, the Yakima Nation's heroic storyteller. The presentation conveys the efforts of the Indians to build from their oral history to a skill and confidence in the white's written word, as represented by the public library. The program was developed (including videotaping of the storyteller in action), and presented to 10 local libraries as test sites where it was received with enthusiasm.	American Indian	NA	1,988	1,988
WI	Milwaukee Public	Library Service to Native Americans. Concentration was on services to the youth and elderly. A library services coordinator was hired and materials were purchased.	American Indian	10,000	5,404	5,404

LSCA Funded Library Services to Persons of Limited English-speaking Proficiency

Fiscal Year 1983

State	Library	Project	Language(s)	Number People Served	Expenditures LSCA	Expenditures Total
WI	State Historical Society	Native Americans: Library Resources. The project accomplished the objectives of: compiling a union list of Native American Periodicals and Newspapers; creating an index of Native American newspapers and periodicals published in Wisconsin; holding several workshops on Native American resources in Wisconsin libraries; and holding a conference entitled "Native American Press in Wisconsin and the Nation".	American Indian	NA	$ 11,035	$ 11,035
GU	Territorial	Statewide Programs. Public library service to the general public (60% of which is bilingual) is provided through 5 libraries and a bookmobile. During this FY, $95,035 was spent on books and $14,613 on audiovisual items. Included in those purchases were basic materials for persons with limited English-speaking ability. At the end of FY 1983 the collection was 146,539 books below the minimum standards approved by the Guam Board. The bookmobile was not in operation during the year because of mechanical problems. The Saturday children's story hour was presented throughout the year, supplemented with movie showings concerning the arts; 134 children participated in the summer reading program. Adult activities included Saturday afternoon movies, and concerts presented quarterly.	Chamorro	Not given	30,035	312,964

LSCA Funded Library Services to Persons of Limited English-speaking Proficiency

Fiscal Year 1983

State	Library	Project	Language(s)	Number People Served	Expenditures LSCA	Expenditures Total
PR	State	Public Library Services. All library users in Puerto Rico are bilingual, and all library collections have holdings in English and Spanish. Services to the public are provided through stationary and mobile facilities to persons of all ages. Special programs include story hours for children, film showings, and cultural events for adults, as well as courses in conversational English.	Spanish	969,237	$769,477	$2,161,895
VI	Territorial	Bilingual Services. The purpose of this project was to strengthen services to Spanish-speaking readers in St. Croix by hiring a bilingual library technician. A survey of the Latin community's library needs was planned along with collection development. Chronic difficulties in recruiting and retaining bilingual library staff contributed to the decision to phase out the program temporarily during the year, until such time as bilingual staff can be found.	Spanish	Not given	852	5,197

U.S. DEPARTMENT OF EDUCATION

CENTER FOR LIBRARIES AND EDUCATION IMPROVEMENT
DIVISION OF LIBRARY PROGRAMS
STATE AND PUBLIC LIBRARY SERVICES BRANCH

Library Services to the Institutionalized

Fiscal Year 1983

by

Trish Skaptason

In the little over ten years that the Library Services and Construction Act (LSCA) P.L. 84-597, as amended, has required that library service to the institutionalized be a part of the program under the Act, significant changes have come in this area of library service. Reports from the various States lead us to believe that without the Federal impetus, this service would be either minimal or non-existent in most States.

In 1970, Congress added amendments to the Library Services and Construction Act that not only encouraged support of library service to the institutionalized, but that service was to be as much like that enjoyed by the general public as possible. This was, according to the Section 3 of the Act, "...the providing of books and other library materials, and of library services to (A) inmates, patients, or residents of penal institutions, reformatories, residential training schools, orphanages, or general or special institutions or hospitals operated or substantially supported by the State, or (B) students in residential schools for the physically handicapped (including mentally retarded, hearing impaired, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, or other health impaired persons who by reason thereof require special education) operated or substantially supported by the State."

Not only was this service a priority under Title I of the Act, but it was given added importance by the addition of maintenance of effort requirements (the total amount of effort/funds expended in a given year cannot be less than the amount expended in the second preceding year). This requirement has protected the program through the latest lean funding years, so that rather than loosing ground during this period, the program is forging ahead and not having to make up lost ground.

The reports received by the State and Public Library Services Branch are positive as to the progress being made in this program

and are more detailed than ever before. In the past the reports were shorter since they simply reported that funds were spent to enlarge the leisure reading collection. Current reports include details on the buying of special materials and on the giving of special programs. This is not to say that collection development is not part of the program, actually it is still the major expenditure listed in the reports. However, most of the reports list special materials beyond the basic paperback fiction collection that made up the holdings that existed only a few years ago.

Audio-visual materials (A-V) have become a major item in most institutional library collections. Their versatility and appeal to those without the freedom to go where they wish is a great asset to the collections. For those locked away from many of the joys of a free society, the escapism inherent in the films and tapes is obvious. Frequently, A-V can reach and teach where traditional book oriented programs fail. Many administrators also credit the books and especially A-V materials with having a calming effect on residents of the institutions and therefore making their job all the easier.

A-V collections are, however, quite expensive and the demand for variety is great. This has led to the sharing of materials among libraries. Frequently this is through interlibrary loan with the State Library collection, such as in West Virginia, or a deposit collection funded through LSCA, such as the film center run by Wichita Public Library for the Kansas State Library. More and more frequently, this sharing is among the institutional libraries themselves. One such program is the Video Cassette Exchange Program (VCEP), a cooperative film program that operates among institutional libraries in Missouri. The VCEP is run by Jim Hodges, a librarian at St. Joseph (MO) State Hospital, who has produced a catalog to facilitate sharing.[1]

Related to A-V in its use and beneficial effects are the relia, toys, games, etc. that are being purchased for many collections. With the mainstreaming of many of the mentally retarded that could benefit from living in a less restricted environment, many institutions that had had an active educational program are left with only the profoundly or severely retarded with which to work.

One LSCA funded project which deserves special note involves the use of toys and relia. The library at Wheat Ridge Regional Center for the Developmentally Disabled, just outside Denver, Colorado, has a population that is predominantly severely or profoundly mentally retarded and physically handicapped. The librarian at the institution worked with the institutional consultant from the Colorado State Library to revamp the holdings

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[1]For further information on this publication (Video Cassette Exchange Program: 1984 Catalog) and other programs in the State of Missouri, contact: Alan Englebert, Coordinator for Development of Special Library Services, Missouri State Library, P.O. Box 387, 308 East High Street, Jefferson City, Missouri 65102. (314) 751-4214.

of the library so that the needs of this special clientele were met. A result of this award-winning project is a catalog, Learning Materials for the Developmentally Disabled: A Catalog of Materials Owned by the Media Center, Wheat Ridge Regional Center for the Developmentally Disabled.[2]

A part of this unique collection is a sensory wall. The sensory wall, described in the above publication, resembles an infant's activity board, only larger and more complex. As the librarian explains in the section on the sensory wall, " The wall provides stimulation activities such as auditory experiences through discrimination of sounds; kinesthetic/tactile experiences through hand manipulation of objects; stimulation of olfactory sensations through experience of different smells. Materials or objects include different texture surfaces, sound makers, lights, and other visual stimuli."[3] A sketch of the wall and a list of the items that were on the wall at the time of publication are included in the catalog. The items on the wall vary as substitutions are made for variety. In a world where even turning lights on an off is novel, the wall elicits responses from children, many of whom are so profoundly retarded that they do not speak as they have no language skills.

This attention to the needs of the residents has reached an all-time high under the program. Many projects included descriptions of user/readers surveys. In the days when collections were primarily used or donated materials, there was little use for user need surveys. There were hardly any funds budgeted for materials, no librarian to draw attention to special materials after they arrived, and if someone wanted materials other than those in the collection, no way to borrow them. This situation has changed radically in the last few years.

Most institutions now have a library and it is an item in the budget. Many, have a professional librarian. Others, especially penal institutions, have long-term care under a trained inmate. Training for the "librarians" (professional, clerical, and inmate) is frequently provided by the State library. Interlibrary loans are a regular part of many programs within the institutional library (partly as a result of the production of union lists and holdings catalogs funded under titles I and III of LSCA). Cooperative planning includes purchases so that institutions borrow less used materials rather than purchase duplicates. Service in the institution is supplemented by service rendered through the State library, the regional library system, or the nearest public library. This supplementary service frequently includes reference services and, more recently, information and referral services.

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[2]Further information on this project or the catalog can be obtained by contacting: Jean Gleason, Media Center, Wheat Ridge Regional Center, 10285 Ridge Road, Wheat Ridge, Colorado 80003. (303) 424-7791.

[3]Learning Materials, p.98.

In addition to these services, special programs are on the increase. Patron surveys are also the basis of selecting special programs. Literacy training has increased as well as the training of residents in providing literacy instruction. Group therapy, pre-release programs, job hunting skills, bibliotherapy sessions, are listed as special programs sponsored by the library. Many of the special programs are built around the use of specialized A-V materials, such as video tapes on living skills and interviewing skills for the mildly retarded. Music programs have expanded to include music video tapes and are very popular. A-V is also being used to tape special programs so that residents can see the fruits of their own labors or study their own therapy sessions. Other use of technology in the institutional library includes the use of computers, especially as a learning tool. In a few states, inmates are using skills learned in the library sponsored computer literacy projects to earn extra money by bidding on and winning contracts for computer related work.

As the institutional libraries grow and offer more complex programs, the State Library Administrative Agencies are finding that the old standards of service no longer are valid. New standards and guidelines are either newly available or are being produced at this time, and are being based on in-depth evaluations. State Library consultants and others are being called upon to render detailed evaluations so that the long-range planning committees in the various States can plan with assurance. Some of these evaluations have been helpful to other States and resulted in serious publications.[4] Some of the resulting standards have been included in the reports we have received.[5] Guidelines have also been produced that cover services to Jails,[6] and the selection of materials for collection development.[7] The production of these publications shows how much more seriously library services to the institutionalized are being considered.

The reports from the States and other publications, such as the ones mentioned above, are available for review in the offices of the State and Public Library Services Branch in the Division of Library Programs, U.S. Department of Education. As the collection of reports, evaluations and surveys increases, it also grows

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[4]Example: An Evaluation of System-provided Library Services to State Correctional Centers in Illinois by Rehea Joyce Rubin. Springfield, Ill., Illinois State Library, 1983.

[5]Example: Massachusetts Standards for Patients' Library Services by the Massachusetts Committee on Standards for Patients' Library Service. N.P., Massachusetts Board of Library Commissioners, 1984.

[6]Example: Guidelines for Library Services in Maryland Jails and Detention Facilities by the Division of Library Development and Services, Maryland State Department of Education. Baltimore, Maryland State Department of Education, 1983.

[7]Example: Selecting Library Materials for Resident Libraries in State Institutions by Barbara S. Crosby. Austin, Library Development Division, Texas State Library, 1984.

in value. If you have reports you wish to review or materials you wish to have added to the collection, the facilities of this office are available.

Some details from the reports submitted annually comprise the appendix to this report. By necessity, these comments are greatly shortened versions of many of the reports. Also, the user should be aware that there are some deficiencies that they, like the writer of this report, will have to cope with as they use the collection. Some reports are late in arriving and are not included in the appendix of projects attached to this report. Some reports are minimal due to: (a) the routine nature of the grant; (b) the service is rendered by the regional library and the details are lost in the greater report detailing all of the services rendered under LSCA; or (c) there may be little contact by the staff of the State Library and the reports from the institution may be sketchy. Some reports are put together by several persons and the coordination of statistics is not accomplished, making for inadequate or conflicting population figures.

It should be noted that the appendix contains statistics that are incomplete and sometimes based on conflicting data. The chart gives the State, the project description (including the project number in the Annual Report from the State Library Administrative Agency as submitted to the U.S. Department of Education), the number and types of institutions (if that information was supplied by the State). The total number of institutions involved is given, followed (vertically in the column) by the numbers and types of institutions involved in the project. The codes used to identify types of institutions are as follows: C=Correctional, H=Hospital, RS=Residential School, N=Nursing Home or Geriatric Center, O=Other/unidentified, A=Adult, J=Juvenile, D=School for the Deaf and Handicapped, and CD=County Detention Center or Jail. The next columns give the populations served, and the funding by source and total. Further questions about any one project should be directed to the State Library Administrative Agency that supplied the individual report.

SERVICES TO THE INSTITUTIONALIZED FOR FY 83

SUMMARY OF PROJECTS FUNDED UNDER THE LSCA PROGRAM

Fiscal Year 1983

STATE	INSTITUTION OR LIBRARY (PROJECT NUMBER) DESCRIPTION	INSTITUTION # (& TYPE)	POPULATION SERVED	LSCA $	STATE & LOCAL $	TOTAL $
AL	Alabama Public Library Service (X) Support for four regional libraries which provide service to residents of institutions.	8= 6(C) 2(H)	4,050	18,000	55,224	73,224
	Escambia County Cooperative Library System (X) Purchases books, advises inmate staff, consultant help to Holman and Fountain Correctional Centers.	2(C)		[5,000]	[?]	[5,000]
	Horseshoe Bend Regional Library (X) Bookmobile service and purchased books for Draper, Tutwiler, Staton, and Frank Lee Correctional Institutions.	4(C)		[2,000]	[?]	[2,000]
	Mobile Public Library (X) Administers support to Searcy Mental Health Center. Cooperative effort between Mobile library, the Searcy Librarian and a staff psychologist. Purchased books, cassette and record players, and cassettes and records.	1(H)		[10,000]	[?]	[10,000]
	Tuscaloosa Public Library (X) Cooperative project with Bryce Mental Health Center which provided books and consultation.	1(H)		[1,000]	[?]	[1,000]
AK	Alaska State Library (83-3) Grants to Local Public libraries to provide service to institutions which paid for books, cassette players, microformat readers and record players. Most effective program for institutions yet tried in the State. Direct service to Alaska Psychiatric Institute and Harborview Memorial Hospital.	29= 2(H) 13(C) 6(N)	1,230		42,950	42,950

STATE	INSTITUTION OR LIBRARY (PROJECT NUMBER) DESCRIPTION	INSTITUTION # (& TYPE)	POPULATION SERVED	LSCA $	STATE & LOCAL $	TOTAL $
AK	Anchorage Municipal Libraries (83-3) Service to local Pioneer Home and 2 Correctional Centers, 2 Eagle River Correctional Centers, and the McLaughlin Youth Center.	4(C) 1(JC) 1(N)			[13,200]	[13,200]
	Fairbanks North Star Borough Public Library (83-3) Service to three Fairbanks facilities.	1(C) 1(JC) 1(N)			[6,000]	[6,000]
	Juneau Municipal Libraries (83-3) Service to a local Correctional Center and the Johnson Human Services Center.	1(C) 1(H)			[6,500]	[6,500]
	Kegoayah Kozga Library (83-3) Service to two local (Nome) Correctional Centers.	1(C) 1(JC)			[3,500]	[3,500]
	Palmer Public Library (83-3) Service to one local Correctional Center and a Pioneer Home.	1(C) 1(N)				
	Ketchikan Public Library (83-3) Service to a local Pioneer Home and a Correctional Center.	1(C) 1(N)			[4,000]	[4,000]
	Kettleson Memorial Library (83-3) Service to Sitka Pioneer Home.	1(N)			[1,500]	[1,500]
	Kotzebue Public Library (83-3) Service to local Pioneer Home.	1(N)				
AZ *	Report not available at this time.	?	6,880	-0-	95,700	95,700
AR	Report does not include narratives at this time.	10?	8,596	27,827	64,174	92,001
CA	California Department of Youth Authority (I-195Bi) Collection development for Youth Authority School and camp libraries.	16(JC)	5,579	43,700	1,747,854	1,791,554

* Items with a star (*) by the state have FY'82 figures inserted in place of unavailable information.

STATE	INSTITUTION OR LIBRARY (PROJECT NUMBER) DESCRIPTION	INSTITUTION # (& TYPE)	POPULATION SERVED	LSCA $	STATE & LOCAL $	TOTAL $
CO	Colorado State Library (82-I-2) State Consultant assists institutional librarians including book selection and cataloging, readers surveys, developed policies and procedures for some libraries, training of librarians and CE, encouragement for joining systems. See specific projects.	30= 4(H) 20(C) 3(RS) 3(O)	7,113	62,000	136,832	198,832
	Buena Vista Library (82-I-3) Increased collection and weeded outdated materials, built new A-V listening/viewing center, added A-V materials & equipment. Established full time library assistant position.	1(AC)				
	Wheat Ridge Regional Center (82-I-4) Sensory wall, mobile sensory unit, media carts, etc. for work with developmentally disabled. (Details in report)	1(H)	[100]			
	Trinidad State Nursing Home (82-I-5) Oral History, A-V materials & equipment, books, Bi-Folkal kits	1(N)				
	Grand Junction Regional Center (82-I-6) Expansion of media program to include a "Life Enrichment Center" which included materials on: Self-Awareness, Environmental Experiences, Food Experiences, and Leisure Time Activities. Sensory Units for non-mobile patients, programs including music therapy.	1(H)				
	Division of Youth Services (82-I-7) Collection development at Golden Gate and Lathrop Park which included addition of books, A-V materials and equipment, and membership in the Colorado Computing Consortium to support use of the Apple IIe.	2(JA)				
	Denver Public Library (82-I-8) Films for institutions in conjunction with staff training (by State consultant) on use of films in special programs.	30				
	Colorado State Hospital (82-I-10) Paperbacks, nonfiction books, A-V materials and equipment, and self-help materials were purchased. Special programs including taping therapy sessions.	1(H)				

STATE	INSTITUTION OR LIBRARY (PROJECT NUMBER) DESCRIPTION	INSTITUTION # (& TYPE)	POPULATION SERVED	LSCA $	STATE & LOCAL $	TOTAL $
CO	Cannon City Correctional Facility (82-I-11) Non-fiction materials added to Centennial, Shadow Mountain, Fremont and Colorado Women's Correctional Facility. New shelves for some facilities, and survey of all collections and users.	6(C)				
CT	Connecticut State Library (5.A) Consultant services, workshops including one on AVAIL (See Below) One library evaluated by State Library Site Team.	38= 12(H) 10(C) 16(RS)	11,590	11,677	15,777	27,454
	Connecticut State Libraay (5.B) Subgrants to State supported institutions. See following details.	23=	[7,555]	-0-	111,405	111,405
	Blue Hills Hospital (5.B.1) **********	1(H)	[1,200]	4,700	-0-	4,700
	Cheshire Youth Institution (5.B.2) A-V Center for career information.	1(JC)	[360]	700	[21,000]	700
	Connecticut Correctional Centers (5.B.2A)	2(C)	[1,112]	18,382	-0-	18,382
	Newington Childrens Hospital (5.B.3) Spanish-language materials.	1(H)	[56]	1,000	-0-	1,000
	Connecticut State Library (5.B.4) Audio-Visuals at Institutional Libraries (AVAIL), a computerized list of institutional A-V holdings to facilitate coordinated acquisitions and sharing resources.	19= 5(H) 8(C) 6(RS)	[10,000]	3,000	-0-	3,000
	Norwich Hospital (5.B.5) Drug abuse materials.	1(H)	[650]	2,500	-0-	2,500
	Waterbury Regional Center (5.B.6) Materials on handicapped children for use with parents.	1(H)	[60]	1,280	-0-	1,280
	Blue Hills Hospital (5.B.7) Collection development.	1(H)	[1,200]	3,000	-0-	3,000
	Greater Bridgeport Children's Services Center (5.B,8) Sex education materials.	1(RS)	[60]	500	-0-	500

STATE	INSTITUTION OR LIBRARY (PROJECT NUMBER) DESCRIPTION	INSTITUTION # (& TYPE)	POPULATION SERVED	LSCA $	STATE & LOCAL $	TOTAL $
CT	CCI-Enfield (5.B.9) Computer software/instruction.	1(C)	[526]	2,150	-0-	2,150
	Connecticut Valley Hospital (5.B.10) Daily Living skills program for chronic patients.	1(H)	[435]	600	-0-	600
	CCI-Somers (5.B.11) Hi/low materials, Vocational materials and reference materials purchased.	1(C)	[1,500]	1,000	[33,605]	1,000
	CCC-Bridgeport and CCC-New Haven (5.b.12) Black and Hispanic reference materials.	2(C)	[1,229]	1,400	-0-	1,400
	CCI-Niantic and CCI-Montville (5.b.13) A-V materials.	2(C)	[381]	2,200	-0-	2,200
	High Meadows (5.B.14) Collection development.	1(RS)	[80]	700	-0-	700
	Housatonic Adolescent Hospital (5.B.15) Collection development.	1(H)	[125]	2,400	-0-	2,400
	Fairfield Hills Hospital (5.B.17) Materials related to medical problems.	1(H)	[650]	720	[48,800]	720
	Uncas-on-Thames (5.B.18) Models for patients education program.	1(H)	[?]	800	-0-	800
DE	Delaware Division of Libraries (1500083) Purchase of materials, establishment of 2 libraries, and networking. Dispersal of one Juvinal Correctional library to other facilities due to mainstreaming to half-way homes.	19= 6(H) 11(C) 1(RS) 1(O)	3,000	-0-	115,057	115,057
DC	District of Columbia Public Library (2) Visitation by Staff of the Library for the Blind and Physically handicapped and purchase of materials.	?	7,112	1,060	14,129	15,189
FL	Division of Library Services (2) Annual Conference of Institutional librarians in cooperation with Florida State Univereity's Center for Professional Development.	N/A	N/A	9,500	-0-	9,500

STATE	INSTITUTION OF LIBRARY (PROJECT NUMBER) DESCRIPTION	INSTITUTION # (& TYPE)	POPULATION SERVED	LSCA $	STATE LOCAL $	TOTAL $
FL	Palatka Public Library (12-C) Collection development in a local jail including subscriptions so that inmates are up to date with events including home town.	1(CD)	80	3,333	1,667	5,000
	Florida Division of Library Services (15) Spanish collection purchased and circulated to institutions. Including survey of users and a bibliography. The following subgrants were mostly for Books, A-V, and salaries, but are not evaluation at this time.	28= 3(H) 23(C) 1(RS) 1(O)	992	29,601	-0-	29,601
	Apalachee Correctional Institution (15-A)	1(C)	1,549	3,000	7,750	10,750
	Apalachee Correctional Institution (15-B)	1(C)	[1,549]	3,000	7,750	10,750
	Avon Park Correctional Institution (15-C)	1(C)	1,290	4,000	2,000	6,000
	Baker Correctional Institution (15-D)	1(C)	1,100	5,000	15,000	20,000
	Brevard Correctional Institution (15-E)	1(C)	875	5,000	14,484	19,484
	Broward Correctional Institution (15-F)	1(C)	425	5,000	19,254	24,254
	Dade Correctional Institution (15-G)	1(C)	485	7,000	18,512	25,512
	DeSoto Correctional Institution (15-H)	1(C)	785	7,000	16,112	23,112
	Florida Correctional Institution (15-I)	1(C)	420	5,000	5,000	10,000
	Florida State Prison (15-J)	1(C)	1,400	7,000	5,000	12,000
	Hillsborough Correctional Institution (15-K)	1(C)	[330]	2,500	2,500	5,000
	Hillsborough Correctional Institution (15-L)	1(C)	380	3,000	3,000	6,000
	Lake Correctional Institution (15-M)	1(C)	95	6,000	17,165	23,165
	Lancaster Correctional Institution (15-N)	1(C)	600	5,000	3,698	8,698
	Lawtey Correctional Institution (15-O)	1(C)	887	5,000	15,411	20,411
	Marion Correctional Institution (15-P)	1(C)	940	5,000	17,289	22,289
	Polk Correctional Institution (15-Q)	1(C)	1,013	5,000	15,100	20,100
	Reception and Medical Center (15-R)	1(C)	357	6,000	3,400	9,400
	River Junction Correctional Institution (15-S)	1(C)	455	5,000	15,167	20,167
	Sumter Correctional Institution (15-T)	1(C)	750	7,000	13,374	20,374
	Tomoka Correctional Institution (15-U)	1(C)	321	10,000	18,985	28,985
	Union Correctional Institution (15-V)	1(C)	2,600	6,500	14,450	20,950
	Florida State Hospital (15-W)	1(H)	200	6,000	10,000	16,000
	Florida State Hospital (15-X)	1(H)	108	2,000	3,500	5,500
	G. Pierce Wood Memorial Hospital (15-Y)	1(H)	297	3,500	3,500	7,000
	North Florida Evaluation and Treatment Center (15-Z)	1(H)	180	5,000	5,000	10,000
	South Florida State Hospital (15-AA)	1(H)	662	9,000	12,735	21,735
	Sunland Center at Gainesville (15-BB)	1(H)	1,000	5,000	14,000	19,000
	Sunland Center at Marianna (15-CC)	1(H)	476	5,000	10,209	15,209
	Alyce D. McPherson School (15-DD)	1(RS)	700	3,500	3,500	7,000
	Florida School for the Deaf and Blind (15-EE)	1(RS)	48	-0-	3,500	3,500

STATE	INSTITUTION OR LIBRARY (PROJECT NUMBER) DESCRIPTION	INSTITUTION # (& TYPE)	POPULATION SERVED	LSCA $	STATE & LOCAL $	TOTAL $
GA	Georgia Division of Public Library Service (IV) Magazine subscriptions for a youthful offender correctional institution, library support to other correctional institution.	24= 1(JC) 23(C)	15,510	448	9,900	10,348
	Gerogia Division of Public Library Serice (V) Books by mail, service from regional libraries, and interlibrary loans	47= 15(H)	?	35,448	19,205	54,653
HI	Hawaii Office of Library Services (82-1c) Purchase of materials, A-V materials and equipment, State consultant, development of minimum standards, cultural programs, inter-library loans, etc.	17= 6(H) 10(C) 1(RS)	2,089	29,905	229,952	259,857
ID	Idaho State Library (4) Books, salaries, and other materials to the 4 sites listed below.	4= 1(C)	9,000 [1,600]	4,820	81,410	86,230
	Idaho State Correctional Instution	1(RS)	[400]	[4,820]	[29,300]	[34,120]
	Idaho State School for the Deaf and Blind	1(H)	[700]		[38,802]	[38,802]
	State Hospital South	1(JC)	[0]		[13,308]	[13,308]
	Youth Services Center	0(0)	[6,300]		[?]	[?]
IL	Illinois State Library (XIII) Service to Institutions via 12 library systems. Meeting with correctional center librarians and report. (See main report for discussion.)	28	17,478	1,700	1,325,259	1,326,959
IN	Indiana State Library (83-14) Consultant services, Workshops, Newsletter, established new facilities at Indiana Women's Prison, Branchville Training Center, Fort Wayne Juvenile Residential Facility, and Westville Correctional Center Women's Dormitory. Remodeled 6 facilities, appointed new librarins at 13 institutions, and surveyed library programs. Films provided under project 83-3.	37= 11(H) 21(C) 3(RS) 2(0)	13,561	84,151	280,590	364,741

STATE	INSTITUTION OR LIBRARY (PROJECT NUMBER) DESCRIPTION	INSTITUTION # (& TYPE)	POPULATION SERVED	LSCA $	STATE & LOCAL $	TOTAL $
IA	State Library of Iowa (83 IV) State Library Staff visitation, A-V materials and equipment, large type books, realia, medical books for residents, new bookcases built, resource sharing, etc.	17= ?	11,280	45,000	289,181	334,181
KS	Kansas State Library (I-83-III) Funds to local public library for rendering service. See below for details.	24= ?	7,800	39,509	1,429	40,938
	Leavenworth Public Library (I-83-III-A) Books.	1(C)	[1,500]	[1,412]	[33,256]	[34,668]
	Youth Center at Atchison (I-83-III-B) Salary.	1(JC)	[86]	[750]		[750]
	Wichita Public Library (I-83-III-C) A-V access.	(24)	[5,270]	[32,597]	[25,000]	[57,597]
	Southwest Kansas Library System (I-83-III-D) Large print books, programs, visits by staff.	1(N)	[304]	[2,000]	[3,113]	[5,113]
	Ottawa Library (I-83-III-E) weeding collection at Osawatomie State Hospital, A-V materials & equipment	1(H)	[473]	[2,750]	[33,447]	[36,197]
KT	Kentucky Department for Libraries and Archives (6) Consultant services, cooperation with local public libraries, purchase and distribution of materials to the following institutions:	23= 4(H) 10(C) 7(RS)	6,583	39,500	50,000	89,500
	Bell County Forestry Camp - Periodicals only.	1(C)	[105]			
	Blackburn Correction Complex - Periodicals.	1(C)	[350]			
	Frankfort Career Development Center - Periodicals.	1(C)	[75]			
	Kentucky Correctional Institution for Women - On site service by Duerson-Oldham County Public Library.	1(C)	[155]			
	Kentucky State Penitentiary - New librarian hired.	1(C)	[742]			
	Kentucky State Reformatory - Service through Duerson-Oldham County Public Library.	1(C)	[1,300]			
	Luther Luckett Correctional Complex - On site service.	1(C)	[640]			
	Northpoint Training Center - Service by the Danville Public Library.	1(C)	[750]			
	Roederer Farm Center - On site service.	1(C)	[245]			
	Western Kentucky Farm Center - Periodicals.	1(C)	[210]			
	Danville Youth Development Center - Facility closed and materials transferred.	1(JC)				
	Lake Cumberland Boy's Camp - Founding new library.	1(JC)	[32]			
	Lincoln Village Treatment Center - New Library.	1(JC)	[40]			
	Morehead Treatment Center - On site service.	1(JC)	[49]			
	Owensboro Treatment Center - Recreational Books.	1(JC)	[40]			

STATE	INSTITUTION OR LIBRARY (PROJECT NUMBER) DESCRIPTION	INSTITUTION # (& TYPE)	POPULATION SERVED	LSCA $	STATE & LOCAL $	TOTAL $
KT	Central State Hospital - On site service. Eastern State Hospital - On site service. Western State Hospital - On site service plus films. Kentucky School for the Blind - Needs librarian. Kentucky School for the Deaf - On site libraries (2), with large A-V collection. Oakwood State Hospital - No librarian on site.	1(H) 1(H) 1(H) 1(RS) 1(RS) 1(H)	[275] [225] [350] [130] [410] [420]			
LA	Louisiana State Library (7) State consultant, annual meeting for institutional librarians, workshop by LSU Instructional Resource Center, orientation to new librarians, special programs, newsletter, pilot library project in 3 work training facilities. Purchase of books, A-V materials and equipment, salaries, etc.	21= 5(H) 7(C) 8(RS) 1(O)	15,606	59,749	81,937	141,686
MA	Maine State Library (VI) Consultant services, interlibrary loan, meetings of institutional librarians, regional services, etc. to: Maine State Prison, Maine Correctional Center, Maine Youth Center, Baxter School for the Deaf, Pineland Center, Bangor Mental Health Institute, Augusta Mental Health Institute, and Charleston Correctional Facility.	8= 2(H) 3(C) 2(RS) 1)(O)	1,000	50,615	141,260	191,875
MD	Maryland Division of Library Development and Services (I-B) Service to a local jail from Enoch Pratt Library including reference, recreational reading, legal materials and interlibrary loan.	1(CD)	30,056	29,716	-0-	29,716
	Maryland Division of Library Development and Services (I-B) Service to local jail/detention center and pre-release unit from Southern Maryland Regional Library.	1(CD)	1,152	8,282	-0-	8,282

STATE	INSTITUTION OR LIBRARY (PROJECT NUMBER) DESCRIPTION	INSTITUTION # (& TYPE)	POPULATION SERVED	LSCA $	STATE & LOCAL $	TOTAL $
MD	Maryland Division of Library Development and Services (I-C) Basis operating support plus special grants. (See below for details)	15=	23,144	100,616	200,000	300,616
	Maryland Office of Correctional Education (I-C) Special programs included job preparation, search and employment skills and literacy education with hi/low books.	8(C)	?			[41,286]
	Patuxtent Institution (I-C) Job and career center	1(C)	[500]			[3,000]
	Finan Center (I-C) New Library and prerelease info.	1(H)	[100]			[10,000]
	Maryland Training School (I-C) New listening room.	1(JC)	[330]			[11,500]
	Springfield (I-C) High school equivalency and reading skills programs.	1(H)	[36]			[6,550]
	Montrose (I-C) Current events programming.	1(JC)	[518]			[5,525]
	Deers Head (I-C) Music programming for aged/ill.	1(N)	?			[1,750]
	Rosewood Center (I-C) Tactile stimulation materials for the severly/profoundly retarded.	1(H)	?			[1,005]
	Maryland Rehabilitation Center (I-C) Multi-media through NEXUS III.	1(JC)	?			[20,000]
	Maryland Division of Library Development and Services (III-A) Staff produced "Guidelines for Library Services in Maryland Jails and Detention Facilities."	N/A	N/A			?
MA	Sturgis Library (5.201) County detention center served by local public library by establishing library. User survey, purchase of library materials, initiated interlibrary loan and use of Regional library.	1(CD)	270	2,800	-0-	2,800
	Springfield City Library (5.206) Service to local jail by public library including visits, purchase of materials, survey of readers, Spanish language and career/vocational materials.	1(CD)	390	4,000	-0-	4,000
	Massachusetts Board of Library Commissioners (9.0) Consultant services, study of institutional librarians position descriptions, inservice training, and slide-tape show on institutional service.	24= 12(H) 8(C) 4(RS)	8,700	-0-	309,453	309,453

STATE	INSTITUTION OR LIBRARY (PROJECT NUMBER) DESCRIPTION	INSTITUTION # (& TYPE)	POPULATION SERVED	LSCA $	STATE & LOCAL $	TOTAL $
MA	Massachusetts Board of Library Commissioners (9.1) Service to correctional facilities including new library, planning a donation center, materials. and salaries.	8(C)	[3,953]	-0-	138,805	138,805
	Massachusetts Board of Library commissioners (9.2) Service to Mental Health facilities including salaries, materials, output measures devised, a policy statement on patients rights to library service and requesting standards for service was issued.	8(H) 4(RS)	[5,047]	-0-	137,413	137,413
	Massachusetts Board of Library Commissioners (9.3) Service to Public Health facilities including an orentation manual for DPH librarians, needs assess-ment/planning workshop, salaries and materials.	4(H)	[1,379]	-0-	33,235	33,235
	Lakeville Hospital Rehabilitation Center (9.31) Establishment of a new library at DPH facility included materilas, A-V equipment purchased after survey of users.	(1(H)	[89]	5,328	-0-	5,328
MI	Library of Michigan (4) Consultant service, helped plan facility enlargement, paperback exchange, book exchange, and meeting of librarians. En-couraged participation in the Council of State Agency Libraries (COSAL) including newsletter.	25= 1(H) 5(C) 4(RS) 11(O)	20,000	92,228	-0-	92,228
MN	Minnesota Department of Human Services (83-3) A-V materials and equipment including workshop on the maintance of such, programs on remotivation, health health and social skill, materials for recreation.	11= 10(H) 1(O)	4,827	24,000	441,815	465,815
	Minnesota Department of Corrections (83-4) Library materials, A-V materials and equipment, Hi/low books, special programs including work skills and pregnancy.	9(C)	2,500	15,509	192,226	207,735

STATE	INSTITUTION OR LIBRARY (PROJECT NUMBER) DESCRIPTION	INSTITUTION # (& TYPE)	POPULATION SERVED	LSCA $	STATE & LOCAL $	TOTAL $
MS	Mississippi Library Commission (V) Consultant service including inservice training, special programs, selection of library materials, A-V materials and equipment. Grants to local public library to render service detailed below. Laurel-Jones County Public Library served South Mississippi State Hospital with books and magazines. Hattiesburg Public Library purchased materials and furnished shelving for the Forrest County Community Center.	24= 8(H) 4(C) 7(RS)	69,136	41,628	72,103	113,731
MO	Missouri State Library (1) Consuntant services, grants for the purchase of library materials including A-V materials and equipment given to Babler Lodge ($2,074), Camp Avery ($1,141), Camp Pa-He-Tsi ($1,436), Delmina Woods ($2,233), Farmington State Hospital ($2,288), Fulton State Hospital ($4,487) Higginsville State School and Hospital ($1,987), Hogan Street Regional Youth Center ($1,032), Malcolm Bliss Mental Health Center ($2,046), Missouri Intermediate Reformatory ($2,044), Missouri State Chest Hospital ($3,156), Missouri State Penitentiary ($4,034), Missouri Training Center for Men ($3,932), Missouri Veterans' Home ($2,151), Nevada State Hospital ($1,935), Nevada State School and Hospital ($3,905), Northwest Regional Youth Center ($1,295), Renz Correctional Center ($2,400), St. Joseph State Hospital ($5,858), St. Louis State Hospital Complex ($4,748), State Correctional Pre-release Center ($4003), W.E. Sears Youth Center ($1,167), and Watkins Mill Park Camp ($1,136)	23= 7(H) 7(C) 1(RS) 8(U)	13,000	57,991	305,000	362,991

STATE	INSTITUTION OR LIBRARY (PROJECT NUMBER) DESCRIPTION	INSTITUTION # (& TYPE)	POPULATION SERVED	LSCA $	STATE & LOCAL $	TOTAL $
MT	Montana State Library (3-01) Consultant services, direct library services to: Warm Springs State Hospital, Galen State Hospital, Montana State Prison, Mountain View School for Girls and Boulder River School and Hospital. Service includes: rotating collections, interlibrary loans, reference searches, purchase of materials and inservice training.	6= 3(H) 2(C)	1,083	25,366	19,836	45,202
	Warm Springs State Hospital (3-02) Library Service including interlibrary loan from the State Library, materials including A-V materials and equipment, Hi/low books, periodicals, etc.	1(H)	332	24,650	384	25,034
	Montana State Library Commission (3-03) Contracts for service to institutions by local public libraries include: Glendive Public Library for service to Eastmont Human Services Center which included special programs (such as story hours, film strips and puppet shows) and a permanent collection of easy books. Miles City Public Library for service to Pine Hills School through bookmobile service, reference, and interlibrary loans. Great Falls Public Library for service to the School for the Deaf and Blind which included bookmobile service, reference, and interlibrary loan. Lewistown City Library for service to the Center for the Aged which included a rotating collection, transportation to public library and periodicals. Flathead County Library for services to the Swan River Youth Camp and to the Montana Veterans Home which included rotating collections, reference, books by mail, periodicals, large print books, and transportation for aged to public library.	6= 2(H) 3(C) 1(RS)	981	8,700	10,849	19,549

STATE	INSTITUTION OR LIBRARY (PROJECT NUMBER) DESCRIPTION	INSTITUTION # (& TYPE)	POPULATION SERVED	LSCA $	STATE & LOCAL $	TOTAL $
NE	Nebraska Library Commission (82.5) Grants for collection development were made for: $600 to the Nebraska Center for Women, the Thomas Fitzgerald Veteran's Home, and the Western Nebraska Veteran's Home; $700 to the Nebraska Veteran's Home at Norfolk; $1,100 to the Nebraska Center for Children and Youth, the Nebraska Psychiatric Institute, The Nebraska School for the Visually Handicapped; $1,200 to the Diagnostic and Evaluation Center, the Nebraska School for the Deaf, the Norfolk Regional Center, the Youth Development Center at Kearney; $1,300 to the Hastings Regional Center, the Lincoln Correctional Center, the Nebraska Veteran's Home at Grand Island, and the Lincoln Regional Center; and $1,600 to the Beatrice State Developmental Center and the Nebraska State Penitentiary.	19= 5(H) 8(C) 6(O)	4,448	18,900	269,685	288,585
NV	Nevada State Library (2) Library materials and equipment for the Nevada Youth Training Center at Elko and the Girls Training Center at Caliente. (Included in the dollar amounts are the State match for prisons and mental health institutions, but no narrative is given.)	2(C)	177	2,500	76,750	79,250
NH	New Hampshire State Library (4) Consultants service, and grants for books, periodicals, A-V and equipment to the New Hampshire Hospital, the Lasconia State School and Training Center, New Hampshire State Prison, the Youth Development Center, and the Glencliff Home for the Elderly. (82 Carry over is project # 2-2)	5= 1(H) 2(C) 1(RS) 1(O)	1,920	17,776	104,051	121,827
NJ	New Jersey State Library (5) Consultants service, meetings and workshops, coordination and centralizing of programs in corrections, Institutional Library Advisory Committee revising survey and draft regulation for State-aid to Institutions. Funds were used for salaries, materials and equipment.	40= 7(H) 5(C) 13(RS) 15(O)	21,699	74,520	309,275	383,795

STATE	INSTITUTION OR LIBRARY (PROJECT NUMBER) DESCRIPTION	INSTITUTION # (& TYPE)	POPULATION SERVED	LSCA $	STATE & LOCAL $	TOTAL $
NJ	New Jersey Department of Human Services (5a) Grants to the following institutions: Greystone Park Psychiatric Hospital (mobile library), New Lisbon State School (materials for low level inteligence), Ewing Residential Center (filmmaking programs), Vineland Residential Center (mandated library established), Cedar Grove Residential Center (expansion of library services), Woodbridge Diagnostic Center (evening reading program, materials including A-V and equipment), Vineland and Woodbine State Schools and Ancora Psychiatric Hospital (expansion), E.R.Johnstone Training and Research Center (new libraries established), County Day Training Centers in Cloucester County, Cumberland County, Mercer County and Cape May County (library materials),and Hunterdon State School (A-V materials for creative dramatics and sensory exploration).	14= 2(H) 9(RS) 3(O)	6,320	59,273	-0-	59,273
	New Jersey Correctional Institution for Women (5b) Hi/low books and basic library skills program.	1(C)	360	3,227	-0-	3,227
	New Jersey State Prison at Leesburg (5c) Updating reference materials, leisure reading materials, Black-oriented literature, Hispanic translations and support for education program.	1(C)	1,274	5,000	-0-	5,000
NM	New Mexico State Library (5) Collection development, A-V materials and equipment, special programs such as poetry workshops, training for institutional librarians by State Library Staff, newsletter, coordination with local public library encouraged.	16= 4(H) 9(C) 2(RS) 1(O)	5,500	31,222	45,978	77,200
NY*	Report not available at this time.	34	38,781	92,626	2,152,441	2,245,067

STATE	INSTITUTION OR LIBRARY (PROJECT NUMBER) DESCRIPTION	INSTITUTION # (& TYPE)	POPULATION SERVED	LSCA $	STATE & LOCAL $	TOTAL $
NC	North Carolina Division of State Library (5) Consultant services including visits, purchase and distribution of materials, reader survey, aid in collection policy, bibliographies, etc. Grants to institutions for collection development to Eastern NC, Central NC, and North Carolina Schools for the Deaf, Richard T. Fountain Youth Center, Harnett Youth Center, and Sandhills Youth Center. State funds for similar projects funded Caswell Center, Murdoch Center, Western Carolina Center, Juvenile Evaluation Center, Governor Morehead School, Southern Correctional Center, and Eastern Correctional Center.	109= 4(H) 84(C) 9(RS) 12(O)	53,150	23,981	155,390	179,371
ND	North Dakota State Library (2) Grants for salaries, materials and equipment went to: San Haven School ($2,000), State Hospital at Jamestown ($6,000), School for the Blind at Grand Forks ($4,250), School for the Deaf at Devils Lake (4,250), Industrial School at Mandan (4,800), the State School at Grafton ($3,000) and the Soldiers Home at Lisbon ($700). Governor's Advisory Council on Libraries involved in library survey and institutional librarians workshops.	6= 1(H) 2(C) 3(RS)	2,000	32,947	55,068	88,015
OH	State Library of Ohio (I-6-83) Consultant services, establishment of new library, visits, procedures manuals drafted, written policy, standards, and procedures, meetings with Institutional Library Advisory Comm.,grants monitoring rework LRP, workshop, survey of institutional libraries and users.	53= 18(C) 3(RS) 32(O)	30,000 [18,000] [1,500] [2,200]	3,768	31,258	35,026
	Central Ohio Psychiatric Hospital (I-6A-1-83) Library enlarged and moved, collection development, special programs (poetry therapy, films, etc.), local newspapers, large type books, A-V materials and other recreational materials added.	1(H)	400	9,828	36,466	46,294
	Ohio Department of Rehabilitation and Correction (I-6A-1-83) No evaluation at this time.	8(C)	14,000	110,660	252,511	363,171

STATE	INSTITUTION OR LIBRARY (PROJECT NUMBER) DESCRIPTION	INSTITUTION # (& TYPE)	POPULATION SERVED	LSCA $	STATE & LOCAL $	TOTAL $
OH	Ohio Department of Mental Retardation and Developmental Disabilities (I-6A-2-82) Consultant assessed departmental institution's media/library resources. Production of training tape on use of library.	1(O)	80,000	12,651	4,556	17,207
	Ohio Department of Mental Health (I-6A-2-83) None.	4(O)	1,995	30,105	114,124	144,229
	Ohio Department of Youth Services (I-6A-3-83) None.	1(O)	30	3,811	1,700	5,511
	Western Reserve Psychiatric Habilitation Center (I-6A-3-82) Collection and media services development to support basic skills studies, and special programs (ie. monthly themes, living skills, etc.).	1(H)	425	8,336	39,792	48,128
	Ohio Department of Rehabilitation and Correction (I-6A-4-82) Services to following prisons: Ohio Reformatory for Women--Special programs (ie. preparing taxes, library research, literacy tutoring, child abuse, etc. Collection increase. London Correctional Institute-Remodeled library, new materials, A-V materials and equipment. Marion Correctional Institution--Book discussions. Southern Ohio Training Center--User survey before establishment of library in new facility, A-V equipment. Special programs include computer literacy and support for college program. Southern Ohio Correctional Facility--A-V services, paperback and large print materials, weeding, etc. Ohio State Reformatory--New books, computer for Ohio Career Information Services, materials for those with low reading skills, and A-V programs. Lebanon Correctional Institution--Administered central video tape collection, produced A-V, union list, materials for inmates with low reading skills, video tape programs and other A-V uses.	7(C)	14,000	88,693	259,643	348,336
	Training Institute of Central Ohio (I-6A-5-82) A-V materials, preparatio for GED, etc.	1(C)	75	4,100	20,757	24,857

STATE	INSTITUTION OR LIBRARY (PROJECT NUMBER) DESCRIPTION	INSTITUTION # (& TYPE)	POPULATION SERVED	LSCA $	STATE & LOCAL $	TOTAL $
OH	Fallsview Psychiatric Hospital (I-6a-6-82) Science, prevocational, A-V, and large print materials.	1(H)	1,326	1,790	16,119	17,909
	Dayton Mental Health Center (I-6A-7-82) GED support.	1(C)	50	510	17,830	18,340
	Southeastern Ohio Training Center (I-6A-8-82) Inmate survey used for material selection for new library.	1(C)	1,134	15,720	3,535	19,255
	Southern Ohio Correctional Facility (I-6A-9-82) Large print and A-V materials and equipment purchased.	1(C)	1,134	2,300	805	3,105
	Massillon State Hospital (I-6A-10-82) A-V materials and equipment, materials on careers, creative growth.	1(H)	50	3,136	-0-	3,136
OK	Oklahoma Department of Libraries (IV) Consultant service including visits, fire destroyed library at Conner Correctional Center. Grants to institutions were slow in expending. Grants were to the following:	22= 3(H) 14(C) 4(RS) 1(O)	12,150	85,180	221,096	306,276
	Bassett - Books	1(?)	[204]	[1,200]		
	Central Oklahoma JTC--Magazines	1(JC)	[90]	[500]		
	Central State Hospital--Books	1(H)	[4,820]	[1,500]		
	Connor Correctional Center--Book and Magazines	1(C)	[623]	[5,700]		
	Crabtree Corr. Center--Library and A-V material.	1(C)	[92]	[4,450]		
	Dunn Correctional Center--Books.	1(C)	[367]	[3,250]		
	Eastern State Hospital--Books.	1(H)	[376]	[1,800]		
	Enid State Hospital--Books, A-V, and toys.	1(H)	[647]	[3,000]		
	Harp Correctional Center--Books and A-V.	1(C)	[250]	[1,800]		
	Lexington A&R Center--Books, Magazines & newspapers.	1(?)	[790]	[3,600]		
	McCarty ... Handicapped--A-V and periodicals.	1(RS)	[42]	[1,350]		
	McLeod Correctional Center--Books and magazines.	1(C)	[361]	[1,950]		
	Parkview School for the Blind--Books.	1(RS)	[38]	[1,000]		
	Oklahoma School for the Deaf--Books.	1(RS)	[148]	[4,674]		
	Oklahoma State Penitentiary--Books and magazines.	1(C)	[1,126]	[11,625]		
	Oklahoma State Reformatory--Books and magazines.	1(C)	[444]	[7,200]		
	Ouchita Correctional Center--Books.	1(C)	[352]	[4,200]		
	Rader Child. D E & T--A-V, Books and magazines.	1(?)	[418]	[7,549]		
	Rader Int. Treat. Cent.--Books and A-V.	1(?)	[45]	[3,660]		
	Stringtown Correctional Center--Books.	1(C)	[579]	[2,500]		
	Western State Hospital--Books and magazines.	1(H)	[260]	[1,500]		

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STATE	INSTITUTION OR LIBRARY (PROJECT NUMBER) DESCRIPTION	INSTITUTION # (& TYPE)	POPULATION SERVED	LSCA $	STATE & LOCAL $	TOTAL $
OR	Oregon State Library (I-83-S-4A) Consultant services, acquisition of library materials, reference aid, and workshops. Support given to these institutions: Women's Correctional Center ($17,037), State Penitentiary ($62,241), State Correctional Institution ($50,959), State School for the Deaf (35,871), State School for the Blind ($13,400), Maclaren ($27,183), Hillcrest ($9,173), Dammasch State Hospital ($2,527), Fairview Hospital and Training Center ($45,743), Eastern Oregon Hospital and Training (-0-) and State Hospital (28,298).	11= 4(H) 3(C) 4(RS)	6,157	-0-	292,432	292,432
PA*	Report not in at this time.	72	60,000	20,000	924,265	944,265
RI	Rhode Island Department of State Library Services (4) Consultant services, films, interlibrary loan, site visits, A-V programs, grants (books & A-V) to: School for the Deaf ($1,500), Institute of Mental Health ($500), General Hospital ($2,000), Training School ($1,000), Zambarano Hospital ($1,500), Substance Abuse Detox Unit of the Adult Correctional Institution ($500), Veterans Home ($1,200) Adult Correctional Institution ($3,825), and Ladd Center ($1,000) for books and A-V. Additional programs included: a summary of annual program for institutions, meetings to strengthen statewide network, A-V union list, communication through newsletter section, bookmobile service evaluated, model programs and training for linking group homes to public libraries, etc.	13= 3(H) 3(C) 2(RS) 5(O)	4,800	24,915	119,467	144,382
SC	South Carolina State Library (VI-A) Consultant and referance services, film and interlibrary loans, workshops, paperbacks, literacy materials and training including computer-assisted programs. Special programs included: bibliotherapy, job skills preparation, crafts, A-V, and performers. Expansion of hours of service. Special collections include toys, realia, hi/lo materials, how-to books,etc.	34= 4(H) 19(C) 7(RS) 4(O)	21,068	51,461	381,305	432,766

STATE	INSTITUTION OR LIBRARY (PROJECT NUMBER) DESCRIPTION	INSTITUTION # (& TYPE)	POPULATION SERVED	LSCA $	STATE & LOCAL $	TOTAL $
SD	South Dakota State Library and Archives (6) Consultant services and grants to: the Veteran's Home, Department of Human Services, Youth Forestry Camp, Custer State Hospital, Redfield State Hospital, Training School, State Penitentiary, and the School for the Deaf.	10= 3(H) 3(C) 3(RS) 1(O)	2,427	1,855	89,596	91,451
TN	Tennessee State Library and Archives (I-E-1) Library services to the State Correctional Institutions included updating fiction, non-fiction, and paperback collections. Detailed evaluations by the Tennessee Advisory Council included in report.	16(C)	8,108	20,000	10,000	30,000
	Tennessee State Library and archives (I-E-2) Library services to Mental Health Institutions included distribution of library materials by State Library. Report includes detailed evaluations by the Tennessee Advisory Council on Libraries.	[illegible]	4,914	15,000	7,500	22,500
TX	Texas State Library (6) Centralized acquisitions of library materials (books, A-V, etc.) Report includes: Selecting Library Materials for Resident Libraries in State Institutions by Barbara S. Crosby.	26= 10(H) 6(C) 9(RS) 1(O)	51,500	46,462	-0-	46,462
UT	Utah State Library (III) Consultant services and Grants to: Utah State Prison offers evening and weekend hours of service, establishment of library service at firefighters camp, video programs, library orientations classes, reference services, interlibrary loan, bibliotherapy, hi/lo materials and materials for non-English speaking. Utah Schools for the Deaf and the Blind offers on site service, interlibrary loans from the Resource Center in Salt Lake City, training in computer literacy, special area for recreational reading, A-V materials and equipment, and large print books.	7= 1(H) 3(C) 2(RS) 1(O)	3,304	30,000	74,952	104,952

STATE	INSTITUTION OR LIBRARY (PROJECT NUMBER) DESCRIPTION	INSTITUTION # (& TYPE)	POPULATION SERVED	LSCA $	STATE & LOCAL $	TOTAL $
UT	Utah State Hospital offers general public library service to its varied population including computer literacy, A-V materials, games, new furniture and library equipment, development of collection. Decker Lake Youth Center purchased paperback books for new facility. Utah State Training School library offers A-V materials for the Mentally Retarded.					
VT	Vermont Department of Libraries (83-4) Consultant services includes selection and purchase of materials, bibliographies, visits, meetings. Special programs such as literacy training, therapy, films, and animation. Repair of talking book machines. Service in residents also rendered through: Statewide Film Services (Project 83-6) and Law and Documents Services (Project 83-3).	19= 4(H) 7(C) 3(RS) 5(O)	1,700	10,882	91,837	102,719
VA	Virginia State Library (83-5) Consultant services with on site support. Workshop given "Books Behind Bars: Jail Libraries in the 1980's". Jail library survey included in report submitted. Programs in individual institutions follows:	66= 7(H) 52(C) 3(RS) 4(O)	12,911	32,036	135,000	167,036
	Rehabilitative School Authority--use of CAVIALIR for cataloging and interlibrary loans.					
	Bland Correctional Center--expansion of library	1(AC)	[445]			
	Brunswich Correctional Center--New library	1(AC)	[719]			
	Buckingham Correctional Center--New library	1(AC)	[434]			
	Correctional Field Units--Periodicals and paperbacks in small collections plus bookmobile service.	3(AC)	[2,584]			
	Deerfield Correctional Center--GED support	1(AC)	[288]			
	Marion Correctional Treatment Center--Books and A-V materials for disturbed and mentally retarded.	1(AC)	[150]			
	Mecklenbury Correction Center--Establishment of central library with inmate clerk.	1(AC)	[280]			
	Powhatan/James River/Deep Meadow Correction Centers Eleven libraries in three centers, high loss rate.	3(AC)	[1,514]			
	St. Brides Correctional Center--needs expansion	1(AC)	[442]			

STATE	INSTITUTION OR LIBRARY (PROJECT NUMBER) DESCRIPTION	INSTITUTION # (& Type)	POPULATION SERVED	LSCA $	STATE & LOCAL $	TOTAL $
VA	Southhampton Correctional Center--No librarian for 6 months resulted in loss of materials, needs reference capability, hi/lo materials,etc.	1(AC)	[476]			
	Staunton Correctional Center--New quarters	1(AC)	[517]			
	Virginia Correctional Center for Women--limited access as librarian is also a teacher.	1(AC)	[315]			
	Virginia State Penitentiary--Heavy use of library which is in 4 parts (fiction, non-fiction, quiet study, and reference/office).	1(AC)	[864]			
	Appalachian Learning Center--cooperatin with reading teacher has expanded service.	1(JC)	[40]			
	Barrett Learning Center--Support for educational program, sponsors A-V Club and Flower Club.	1(JC)	[98]			
	Beaumont Learning Center--Recreational reading and and educational support.	1(JC)	[221]			
	Bon Air Learning Center--Recreational reading and training in library skills, reading appreciation, and social educaiton.	1(JC)	[139]			
	Hanover Learning Center--Staff workshop and Readers of the day promotion.	1(JC)	[149]			
	Harrisonburg Correctional Center--recreational films and reading materials.	1(JC)	[93]			
	Natural Bridge Learning Center--Library skills unit.	1(JC)	[61]			
	Oak Ridge Learning Center--Library in reading class for agressive, low functioning residents, films, library skills instruction, and book discussions.	1(JC)	[36]			
	Recption & Diagnostic Center--Recreational reading.	1(JC)	[98]			
	Youthful Offender Center--Career Information and "how to" materials.	1(JC)	[84]			
	Catawba Hospital--Music and large prints materials are popular.	1(H)	[240]			
	Central State--Services include delivery to locked wards and branch collections.	4(H)	[1,813]			
	DeJarnette Center for Human Development--A-V material and summer reading program.	1(H)	[49]			
	Eastern State Hospital--Library staff participates in team approach to services.	1(H)	[1,084]			
	Lynchburg Training School and Hospital--Music, films and games for the profoundly retarded.	1(H)	[1,855]			

STATE	INSTITUTION OR LIBRARY (PROJECT NUMBER) DESCRIPTION	INSTITUTION # (& TYPE)	POPULATION SERVED	LSCA $	STATE & LOCAL $	TOTAL $
VA	Northern Virginia Mental Health Institute--recreational reading and living skill materials.	1(H)	[114]			
	Northern Virginia Training Center for the Mentally Retarded--realia and magazines.	1(H)	[267]			
	Piedmont Geriatric Hospital--Nostalgia kits, music and large print books.	1(H/N)	[210]			
	Southern Virginia Mental Health Institute--A-V and recreational reading materials.	1(H)	[92]			
	Southwestern State Hospital--Print & A-V materials.	1(H)	[386]			
	Southwestern Virginia Training Center for the Mantally Retarded--Music, Puppets, magazines and games are popular.	1(H)	[228]			
	Western State Hospital--Librarian not replaced.	1(H)	[847]			
	Virginia Treatment Center--New Library.	1(H)	[?]			
WA	Washington State Library (IV) Consultant services including: a written Branch Manual for the establishment of procedures, a union list of journals, bibliographies, an annual meeting with library and quarterly meetings with supervisors. Interlibrary loan supported by microfiche edition of WLN Resource Directory. Several libraries were moved, merged or started (Fircrest, Rainier School, McNeil Island Corrections Center, McNeil Honor Farm, Eastern State Hospital, Olympic Center/Retsil Veterans' Home, and Frances Haddon Morgan Center). Washington Corrections Center collection (destroyed in a fire during a riot) was replaced. Cooperative planning in acqusitions among library staffs.	39= 4(H) 25(C) 8(RS) 2(O)	10,903	40,000	677,160	717,160
WV	West Virginia Library Commission (5) Consultant services including materials selection and acquisitions, and site visits. New library established at Huttonsville Correctional Center. Workshop and training session held.	26= 13(H) 8(C) 2(RS) 3(O)	9,791	-0-	162,906	162,906
WI	Wisconsin Division for Library Services (MOE) Plan for library services for the Department of Health and Social Services, Interlibrary loan, reference services including Consultant services.	10(C)	5,119	-0-	315,113	315,113

STATE	INSTITUTION OR LIBRARY (PROJECT NUMBER) DESCRIPTION	INSTITUTION # (& TYPE)	POPULATION SERVED	LSCA $	STATE & LOCAL $	TOTAL $
WI	Mid-Wisconsin Library System (83-26) Service to inmates from local system included traveling collections and interlibrary loans. Final report of success/failure of approach not produced to date.	3(C)	2,238	44,440	-0-	44,440
	Northwest Wisconsin Library System (83-32) Service successfully supported the Basic Adult Education and Vocational Programs at two camps. A-V, books, and magazines were acquired.	2(C)	?	11,500	-0-	11,500
WY	Wyoming State Library (10) Consultant services included site visits. The following Wyoming State institutions received funds for books and A-V materials: Children's Home ($700), Girls' School ($1,000), the Insustrial Institute ($1,130), Pioneer Home ($2,000), Sanitarium ($450), School for the Deaf ($1,000), Soldiers & Sailors Home ($700), Honor Farm ($700), State Hospital ($3,200), State Penitentiary ($5,320), Training School ($3,200), and the Women's Center (1,000).	11= 2(H) 5(C) 2(RS) 2(O)	1,778	19,303	50,102	69,405
GU	Nieves M. Flores Memorial Library (3) State Library acquired books for collections and loaned films and books for recreational activities and to supplement collections. Periodial also provided.	3= 1(H) 1(C) 1(RS)	3,300	7,926	15,381	23,307
PR	Puerto Rico Department of Education (82-2) Services by consultant included the evaluation and inventory of collections in the Arecibo Correctional Library, Stop 8 Institution, and the Guayama District Jail; Book and periodicals purchased and processed; orentation for new librarians was given. Special programs included tutoring in English as a second language, GED tutoring, and 30 different cultural and social activities were sponsored in the institutional libraries.	51= 18(C) 33(O)	54,938	79,601	42,633	122,234

STATE	INSTITUTION OR LIBRARY (PROJECT NUMBER) DESCRIPTION	INSTITUTIONS # (& TYPE)	POPULATION SERVED	LSCA $	STATE & LOCAL $	TOTAL $
VI	Virgin Islands Bureau of Libraries, Museums, & Archaeological Service (CP-83-4) Bookmobile service, staff training, A-V materials, workshops, establishment of new collection.	7= 2(H) 3(C) 2(RS)	130	8,495	48,904	57,399

TOTALS		
Population	907,782	
LSCA $		2,447,825
State & Local $		14,715,739
Total $		17,163,564

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Public Library Construction

Fiscal Year 1983
by
Nathan Cohen

An appropriation of $50 million for public library construction was made by the Emergency Jobs Act in FY 1983 to be administered under the authority of the Library Services and Construction Act, Title II program for public library construction. The Emergency Jobs Act was intended to provide jobs for long-term unemployed Americans and to create Federal projects of lasting value to the Nation and its citizens.

All State library administrative agencies in the 50 States, D.C., and Puerto Rico were eligible to participate in the program.

In FY 1983 a total of 27 States received Federal funding of $28.5 million for 298 library construction projects. By the end of fiscal year 1984 a total of 51 States, including the District of Columbia and Puerto Rico, were participating in the program. These States received $49.5 million in Federal funds which stimulated a contribution of local and State matching funds in the amount of nearly $100 million.

Of the approximately 1,030 local project applications submitted to the State library administrative agencies, about 500 were approved in fiscal years 1983 and 1984. Of these, 47 percent were for remodeling and renovating existing buildings, 29 percent were for new buildings, and 24 percent were for additions to existing buildings.

The high percentage of remodeling and renovation projects was influenced by a number of factors: the need to start projects quickly to hire unemployed workers, the deteriorating state of many library buildings, the need to make libraries accessible to the handicapped, and the continuing interest in improving the energy efficiency of library buildings.

The Nebraska program is an example of the great variety of projects funded under this joint Federal, State, and local effort. The Federal funds of $315,107 were matched with $456,827 in local funds for a total budget of $771,934. The 22 projects funded included five for energy conservation, three for handicapped (including accessibility, renovation and expansion activities), eight other renovation projects (including energy conservation and renovation of two purchased buildings), four other expansion projects, and one new building.

Estimates made in October 1984 indicated that about 3,600 jobs were created by the program for fiscal years 1983 and 1984.

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Interlibrary Cooperation

Fiscal Year 1983

By

Dorothy Kittel

In FY 1983 funds appropriated for Title III were $11,520,000. As in other years, not all of this amount was expended in FY 1983; some was carried over for expenditure in FY 1984. The information that follows is based on the FY 1983 Annual Reports received from 47 States, the District of Columbia, Guam, Puerto Rico, and the Virgin Islands. Only those activities supported in whole or in part with LSCA Title III funds are included in this report and, therefore, the total range and scope of cooperative activities in and among the States are not reported here.

The States reported expenditures of $10,210,478 from FY 1982 carryover funds and FY 1983 funds for Title III activities. Twenty-one States reported $3,704,763 expended from other sources to supplement the Federal funds.

A major trend continues to be the increased use of computers and communications technologies. States are reporting support of such activities as:

- Development of statewide and multi-state data bases for monographs, serials, and audiovisual materials, both for current materials and for retrospective conversion of older records, many of the States using OCLC, SOLINET, WLN, etc.;
- Centralized technical services including ordering, processing, and cataloging both statewide and within regions within a State;
- Automated circulation systems;
- Machine-assisted reference and information services; and
- Training for planning and implementing technology-based activities and services.

FY 1983 also saw some State beginning to implement major studies of statewide automated networking and development of resource sharing plans. This is especially significant since 1984 amendments of LSCA added to Title III a requirement that the States include in their long-range and annual programs a statewide resource sharing plan. The long-range program may include:

(1) Criteria for participation in statewide resource sharing to ensure equitable participation by libraries of all types that agree to meet requirements for resource sharing;

(2) An analysis of the needs for development and maintenance of bibliographic access, including data bases for monographs, serials, and audiovisual materials;

(3) An analysis of the needs for development and maintenance of communications systems for information exchange among participating libraries;

(4) An analysis of the needs for development and maintenance of delivery systems for exchanging library materials among participating libraries;

(5) A projection of the computer and other technological needs for resource sharing;

(6) An identification of means which will be required to provide users access to library resources, including collection development and maintenance in major public, academic, school, and private libraries serving as resource centers;

(7) A proposal, where appropriate, for the development, establishment, demonstration, and maintenance of intrastate multitype library systems;

(8) An analysis of the State's needs for development and maintenance of links with State and national resource sharing systems; and

(9) A description of how the evaluation will be conducted.

In the section below are some examples excerpted from the reports from the States. For additional information and complete reports on Title III from all States, readers may contact the appropriate State Library Administrative Agency.

Some selected highlights

Alaska -- Developed methods and forms for assessing current collections for current intensity levels and establishing desired intensity levels. A librarian has been assigned primary responsibility for evaluating, upgrading, and searching for needed or basic works in a particular subject area. From the librarians: "It doesn't sound exciting and it involves some rather dull work, but we are all bursting with enthusiasm that we're doing it. We really have hopes of doing a better job of meeting user needs in a cost-effective and long-range process."

Arkansas -- Continued support of the Arkansas Union Catalog on Microfiche (AUC), the communication link used by Arkansas members of AMIGOS for cooperative sharing of resources. AMIGOS staff extracted records of the twenty participating Arkansas libraries from the OCLC/AMIGOS machine readable tapes. These records were consolidated into one bibliographic data base which was used to produce the master copy of the AUC. Librarians were encouraged to subscribe to AUC through letters of information, meetings and various demonstrations. Fifty-five libraries maintained 1983 subscriptions to AUC.

Colorado -- Provided grants to the University of Colorado at Boulder, Fort Lewis College, and Arapahoe Community College to continue their retrospective conversion through the OCLC subsystem to enhance interlibrary loan in the State and region.

Connecticut -- Continued support of (1) Interlibrary Loan Center which was used by 180 public libraries, 48 school libraries, 38 college libraries, 33 special libraries, 15 State agencies, and 7 institution libraries. (2) Library Line -- a telephone reference service responding to questions from all types of libraries throughout the State via VATS lines. (3) Interregional Resource Sharing -- which gives the State Library dial up access to the holdings records of the Library Exchange Aids Patron (LEAP) CLSI data base, the Waterford/Groton CLSI data base, and the Greenwich CLSI data base, which the State Library searches on a daily basis.

Delaware -- (1) Purchased 34 microfiche readers to support the use of the statewide COM catalog. Use of interlibrary loan has increased over forty percent in the first six months of FY 83. (2) Funded a statewide study by information Consultants, Inc. to develop a plan "to provide improved access to Delaware's library resources by means of the use of compatible technology. Overall, the statewide participation was excellent and the school library response rate for the survey was the highest the consultant had encountered in a statewide survey." (3) Funded initial start up costs for 3 libraries to join OCLC, bringing the total number of OCLC libraries in Delaware to 34.

District of Columbia -- (1) Continued partial support of the Metropolitan Washington Council of Government's Library Committee which provides workshops for librarians and library technicians; issues MAGS (Metro Area Guide to Serials) and six bimonthly newsletters; operates a metropolitan area jobline; and promotes reciprocal borrowing among member libraries. (2) Purchased CLSI equipment to provide on-line access to the Community Information Service data base. The data base has been reproduced on cards for various access points in the public library branches, the senior high school libraries, and the Library of the University of the District of Columbia. Recording and updating in the computer provides for much greater accuracy and usefulness. Training in the use of the new file was provided for the regular staff, to regional branch librarians, public school librarians, and ULDC librarians and technicians.

Georgia -- Continued support of the Georgia Library Information Network (GLIN) which provides in-bound and out-bound WATS telephone lines at the Public Library Services Division in Atlanta to take calls from member public, academic, and special libraries across the State for research and reference questions, interlibrary loan requests, and locator services. GLIN membership now includes 50 public libraries, 52 academic libraries, and 88 special libraries, an increase of 8% over the previous year.

Idaho -- Provided funds to allow Idaho libraries to test the new University of Washington Resource Sharing Program which was designed to meet the demands of Northwest libraries for document delivery from the University of Washington collections and to identify locations for materials not available through State sources.

Indiana -- Project funds supported staff, communications telephone lines, line charges and search fees, information retrieval services training and development, and administrative expenses. Sixty-two training sessions were provided for 806 persons. The Indiana Cooperative Library Services Authority continued to develop the State's bibliographic data base service and the cooperative information retrieval service.

Kansas -- (1) Funded a study to investigate various options for telecommunications in Kansas. This "state of the art" survey identified telecommunications methods currently in use in Kansas as well as those that will soon be available. The study was designed to be a thorough examination of feasible communication alternatives rather than a specific plan for implementation. As a result of the study, the State Library will install microcomputers in the Kansas Information Circuit libraries to replace current outmoded equipment which will improve interlibrary loan telecommunications. (2) A study was undertaken to evaluate the maintenance and quality control of the Kansas Union Catalog. (3) Six distinct groups have direct involvement in the data base maintenance program: General Research Corporation is the commercial firm which produces KUC and regional catalogs from the Kansas data base and OCLC tapes; the State Library of Kansas serves as the agency of primary responsibility, including Computure-Output-Microfilm (COM) catalogs and the Maintenance Center; the Kansas Union Catalog Maintenance Center is charged with liaison work between COM users, OCLC processing centers, the General Research Corporation, and with day-to-day maintenance of the KUC data base, and serving as a clearinghouse for information relating to data base problems of the Kansas Union Catalog. Guidelines for the maintenance of quality control of the KUC were developed and disseminated to Kansas libraries.

Kentucky -- Continued implementation of recommendations found in the 1982 study of networking in Kentucky. In addition to meetings with the library community, meetings were also held with the Kentucky Legislative Research Commission personnel to gather information on probable governance issues to be addressed. Specifications for network development are a continuing process.

Nebraska -- Expanded the number of users of Nebraska Union Catalog and Nebraska Union List of serials by cooperatively purchasing microfiche readers and offering copies of NEUCAT/NEULIST at below cost figures. In 1982, 82 libraries participated; in 1983 the number increased to 110 libraries.

Nevada -- Funded three projects to fit into the statewide plan to link all libraries through a system of automated circulation systems and computer terminals with dial-up access to these systems. The grant to the Council of Academic Libraries was matched by a grant from the Board of Regents of the University System to buy disc storage space at the university computing center to accommodate the programs and records jointly developed and used by the academic libraries and the State Library.

North Carolina -- Established the North Carolina Networking Steering Committee and its seven task forces. Its goal is to design a step-by-step blueprint for network development that includes, but is not limited to, building the statewide data base, encouraging cooperative zones of cooperation (ZOCs), employing appropriate technology, improving document delivery, addressing continuing education needs, estimating funding requirements, and developing a public education program.

Oregon -- Supported the Oregon Resource Center for Cooperating Libraries, a high density storage center for little used materials. Twelve libraries currently store materials at this facility and contribute money for a part-time staff member to process new additions and to retrieve needed titles for interlibrary loan. Over 400,000 volumes are available for loan to all libraries in the state. During the year about 25,000 volumes were added and about 3,000 volumes lent from the collection.

South Carolina -- Continued to coordinate and service the statewide Interlibrary Network designed to promote cooperation and to supplement and coordinate library resources in South Carolina. Continued participation in SOLINET, strengthened the Interlibrary Network by improving access to library resources in the state, region, and nation, and enable the State Library to function more effectively as a resource center for all libraries in the State. In order to increase the number of South Carolina libraries participating in the SOLINET clusters. Nine libraries from three geographical areas of the state are participating as cluster members. Without exception, all libraries participating in the SOLINET clusters have experienced an overall improvement in the quality and efficiency of their cataloging operations.

South Dakota -- Hired consultants from the Pittsburgh Regional Library Center and RMG Associates to assist with the planning phase of establishing an on-line statewide data base. The report is now in the study stage by the librarians in the state to determine how best to use automation to develop to the fullest the capabilities of South Dakota libraries to meet the needs of their patrons.

Texas -- Continued for a second year a cooperative agreement between the Cedar Valley College of the Dallas Community College District, the local area high schools, and the public library of southern Dallas to aid high school students who have responded to a need for evening hours of library services. A survey conducted in April 1983, indicated a high level of student satisfaction with the services they received. The most serious problem was the higher than average incidence of overdue materials among high school students. At the final meeting of the evaluation group it was recommended not to continue the project. However, the high school students would be allowed to have continued in-house use of library materials as well as access to reference staff and other services at the Cedar Valley College.

Vermont -- Carried out detailed planning to automate all library functions, due to be completed in FY 1984.

Washington -- Continued support of the Library Network Cooperative Services; one of the offices of the Washington Library Network, which provides: information on the WLN System capabilities, procedures and performance through the production and revision of manuals, handbooks, technical bulletins, etc.; training and consultation in application of WLN in a particular library; and support for network planning and development through analyses, studies, and participation on Washington State Library and Washington Library Association task forces and committees.

Wisconsin -- Provided funds to allow libraries to convert their bibliographic records to machine-readable form.

Wyoming -- Continuing education activities supported by Title III funds included workshops on Anglo American Cataloging Rules (AACR) II and non-book cataloging, computers in libraries, storytelling, copyright, and time management.

Puerto Rico -- Signed a contract with King Research, Inc. to undertake a feasibility study for computerizing the records of the library resources of public, school, academic, and special libraries.

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The Literacy Challenge

A report of LSCA literacy activities FY 82 - FY 84

by

Adrienne Chute

"Functional illiteracy now exacts a measurable toll in crime, unemployment, poverty and human suffering. The bill exceeds $225 billion annually for lost industrial productivity, unrealized tax revenues, remedial reading training in business and the military, and illiteracy related to crime and welfare costs. We simply cannot afford the staggering burden of the functional illiteracy problem." (Coalition on Literacy)

"Unless some strong coordinated action is taken now, we will pass on even greater problems to future generations... we will pay more in the end for doing less in the beginning." (Michael Daniel, Lieutenant Governor, South Carolina)

Some 23 million American adults (1 in 5) are functionally illiterate by the simplest tests of everyday reading, writing, and comprehension. An additional 46 million are marginally literate. In practical terms, to be functionally illiterate means that one cannot read, write or compute well enough to qualify for jobs, read job advertisements, fill out applications, write a note, understand the label on a medicine bottle, read safety instructions at work, read to your children, vote, fill out a tax form, write checks, or make change. Functional illiterates are often intelligent adults who somehow were passed over in their school years. More than one third of adults have not completed high school. Thirteen per cent of high school students graduate with the reading and writing skills of 6th graders.

Illiterates often feel inadequate and embarrassed so they don't seek help. Poor readers resort to extraordinary ruses to hide their handicap in public and rely on friends or spouses to read to them at home. What it would be like to live this way is best understood in these human terms.

"An undetected hearing defect kept Michael White from learning to read as a child. When asked to read aloud in school, 'I'd pretend to have something wrong with my eyes and I'd cry.' As an adult he couldn't read well enough to decipher street signs. 'I was like a dog,' he says, 'I knew my way home and how to get food.' When lost 'I'd ask a lot of questions.' His inability to read caused him to make costly

mistakes as a welder. The frustration, the burden of deception and fear of being caught hurt. 'A lot of times I'd just go off and cry,' he remembers, 'I used to want to kill myself.'" (Wall Street Journal)

"'I have been a policeman in a small town since 1930,' said one student quoted in a pamphlet of the Literacy Volunteers of America. 'I don't read so well, but I've always gotten along. Now they tell me I must attend the police academy and I'm afraid someone will find out I can't read. My LV tutor and I have started to meet in a town 30 miles from here so no one will know I'm learning.'"

Although the poor, minorities and women are included disproportionately in the number of Americans who cannot read, the problem crosses all cultural and economic lines.

"An executive for a computer company who makes $75,000 a year says he read at only the fourth grade level until he recently started working with a tutor. He has been able to hide his inability because, he says, 'I'm very good with people and numbers and have a logical mind.' His wife gives him reading and writing help when it comes time for him to prepare sales reports. He ran up a $200 phone bill once when he called her from Brussels for help in preparing a speech. The 45 year old excutive compensated for feelings of inadequacy by working longer hours. 'People just thought I was a workaholic', he says. He has hidden his illiteracy from his employer. If it were discovered, he says, 'They'd pass me over for the next promotion; if there was a cutback, I'd be the first to go.'" (Wall Street Journal)

Having described the problem of illiteracy in economic, practical and human terms, perhaps we can arrive at a more formal working definition. However, a single definition for literacy does not exist and there is disagreement as to the number of illiterates in the country.

Part of the problem is the failure to recognize that literacy is a bundle of culturally relevant skills that changes over time. As life has become more urbanized and complex, the minimum skills for being considered literate have not only changed but increased. For example, in the tenth century, to be literate meant the ability to compose and recite orally. You did not have to know how to read. You needed a very keen memory. Eventually a literate person had to know how to read. Up to 20 years ago, a 6th grade education might have been considered enough to be literate. Indeed, according to the Bureau of the Census, illiteracy was virtually stamped out in 1980 with over 90% of the nation's population being classified as literate. Census bases this optimistic statistic on an old definition that defines as literate anyone who has completed 6 years of school, or who reports being able to read and write a simple message. Today's conservative estimates are that one needs an eighth grade education as a minimum.

Former Secretary of Education Terrell Bell has indicated that we must consider literacy not only as a fixed inventory of skills such as reading and writing, but also must consider the needs and demands placed on individuals in society. He notes that our society demands continuous learning as a necessity for personal survival, effectiveness and fulfillment,

and thus we must define literacy by stressing its functional aspects. In September 1982 he suggested a very simple definition that has been adopted for this report.

> "Literacy is the possession of the essential knowledge and skills to enable an individual to function effectively in his or her environment - the home, the community, and the workplace."

What is being done to meet the literacy challenge and is it enough? Figure 1 provides data on LSCA literacy expenditure patterns from FY 80 through FY 84.

LSCA LITERACY EXPENDITURE PATTERNS FY 80 - FY 84

	States With Projects	Expenditures (Federal, State and Local)*	Total Number of Projects
FY 80	21	$1,545,773	39
FY 81	24	$1,622,593	46
FY 82	34	$1,555,431	91
FY 83	24	$ 516,730**	61
FY 84***	26	$4,229,776	97
		$9,470,303	334

According to LSCA reports for 1981, 200,000 individuals were reached with literacy projects. This extraordinary achievement is nearly 3.5 times the number of people reached by the two major agencies with volunteer tutors, Laubach Literacy International and Literacy Volunteers of America. Nevertheless these 200,000 individuals were only a small fraction of the 23 million adult functional illiterates.

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*Of approximately 250 projects FY 82 - FY 84, funds were readily identified for only 101 or 40% of the projects. For 60% of these projects funds were spent that were not reflected in the figures above. Note also, however, that the 60% for which funding data were not collected tended to be smaller projects.

**In 1983 literacy funding dropped to 1/3 of its 1982 level, despite the fact that the Title I allotment had not dropped from its 1982 level. The dip was not accounted for by lack of reporting. Data were collected for all States except New York and Minnesota. The drop may have reflected a psychological reaction on the part of the States to the recession. States did their planning for FY 83 at the peak of the recession when budgets indeed looked very gloomy, the media reflected a very pessimistic economic outlook, and unemployment was high.

***Figures for FY 84 represent amounts programmed in the FY 84 Annual Program.

Mr. Harold W. McGraw, President of the Business Council for Effective Literacy, notes that the combined efforts of government, business, and volunteer literacy agencies are treating only an estimated 5% of the literacy problem. According to Barbara Bush, wife of the Vice President and a literacy activist:

> "The many useful things being done about illiteracy are simply not enough. Each year the pool of adult illiterates is joined by a million high school dropouts plus an estimated 1.4 million refugees and immigrants who are not literate in English."

In 1984 California committed $2.5 million in LSCA funds to the cause of combatting illiteracy. Other States with a strong commitment included: New York, Ohio, Florida, Kentucky, Massachusetts, Maryland, North Carolina, South Carolina, and New Jersey. In 1984, 26 States had literacy projects. Data for all the States are found in Appendix I, which is a list of LSCA Literacy Projects, Fiscal Year 1982-1984.

The future for literacy projects under LSCA appears very optimistic. Funds spent almost tripled, from $1.5 million in FY 80 to $4.2 million in FY 84. The increase from FY 83 to FY 84 was particularly dramatic. Seven times more money was programmed in FY 84 than was spent in FY 83. From FY 80 to 84, the number of projects almost tripled, from 39 in FY 80 to 97 in FY 84. The literacy momentum was building at the grassroots level from 1981 to 1983, spurred by the American Library Association's formation of the Coalition for Literacy in 1981. Nationwide interest in literacy was stimulated by the publication of "A Nation at Risk" and heightened by the Education Department's concerted effort to carry out the national adult literacy initiative announced September 1983 by President Reagan. In addition, funding under Title I of LSCA increased in FY 84 and States had a keen awareness of the strong literacy emphasis in the reauthorization of LSCA.

Figure 2 (p. 5) provides data on the broad range of literacy services provided under the LSCA program for Fiscal Years 82-84. The types of imaginative approaches used included tutoring in settings ranging from bookmobiles to prisons, courses in English for new Americans; a high interest/low vocabulary books by mail program, etc. From FY 82 to FY 84, the trend was away from smaller projects reflecting a lower commitment of funds, such as purchasing literacy materials, to larger projects with higher support levels, such as statewide projects. Another trend was a decrease in adult basic education projects for those with some reading ability, and an increase in activities for those with no reading skills. English as a second language classes decreased and projects using technology increased.

Figure 2

LITERACY ACTIVITIES UNDER LSCA

NUMBER OF PROJECTS

TYPE OF ACTIVITY	FY 82	FY 83	FY 84	TOTAL
Adult Basic Education	7	1	2	10
Bibliography	1	3	0	4
Bookmobile	2	1	0	3
Books by Mail	0	0	1	1
Children	1	1	0	2
Coalitions	1	2	0	3
Consulting Services	2	2	1	5
Coping Skills	4	1	2	7
English as a Second Language Instruction	12	2	9	23
English as a Second Language Materials	5	0	1	6
Exhibits and Publicity	1	2	0	3
Family Literacy	1	1	0	2
GED	3	1	0	4
Handbooks	1	1	1	3
High Interest/Low Vocabulary Materials	19	13	10	42
Homework Help	1	0	0	1
Information and Referral	2	4	1	7
Institutions	12	15	14	41
Literacy Councils	0	0	1	1
*Literacy Programs	9	5	5	19
Miscellaneous	3	2	5	10
Space for Tutoring	2	0	0	2
Statewide Projects	2	4	12	18
Surveys	0	1	0	1
Technology	1	4	7	12
Tutor Training	3	2	4	9
Tutoring	14	7	8	29
Workshops/Conferences	2	2	3	7
Young Adults	3	1	3	7

*A project was counted under the category "Literacy Programs" if it encompassed several literacy activities, including tutor training, tutoring, providing materials, etc.

Appendix II provides descriptive annotations for each of the approximately 250 projects funded under LSCA from FY 82 through FY 84. Below are the ideas that have emerged from the many exemplary projects. These could be replicated in other States.

A. LITERACY MATERIALS

A persistent problem in adult literacy programs has been the lack of basic reading level materials (grades 0-4) appropriate for adult interests. Literacy experts have found that materials developed for young adults can be used with adults and curriculum developed for adults can be used with children. However, curriculum developed for children often does not work with adults. For example, "Dick and Jane" books do not hold an adult's interest. It was found that adults were motivated to learn to read when they linked reading to a personal goal, such as getting a job, reading the Bible, learning about prenatal care, or getting a driver's license.

A.1 High Interest/Low Reading Level Materials

Logan County District Library, Ohio (4)* found that high interest/low reading level books had to be selected carefully. A collection of 619 high interest/low reading level books that focused on coping skills and leisure reading was purchased and displayed. Circulation of this collection was low. Logan County concluded that an interest survey should have been conducted before the books were purchased. A majority of students were working toward the GED and may have been beyond the level of materials provided.

Another Ohio activity "Project Learn" (8) produced and disseminated 700 copies of a bibliography "Books for Adult New Readers: A Selection Aid for Librarians" throughout the State. The bibliography was highly selective (400 titles) and included annotations. A key feature of "Project Learn" was that all titles written at the 7th grade level and below were evaluated by a panel of public librarians, teachers in Adult Basic Education programs, literacy experts and, most importantly, adult new readers.

Connecticut had planned a creative approach to the delivery of appropriate materials in their project, "Books by Mail Promotes Adult Functional Literacy" (11). The approach was to make materials available to students and teachers regardless of where they lived in Connecticut. In cooperation with Literacy Volunteers of Connecticut, the project staff planned to select, annotate, and prepare a mini-catalog of high interest/low reading level and English as a second language materials. The catalog was to be distributed to Literacy Volunteers throughout Connecticut. Students could then order materials from the catalog. Seasonal supplements to the catalog were also planned.

*Numbers in parenthesis refer to item numbers in Appendix II, where additional information on the project is found.

Another approach to providing materials in a central location was Maryland's Literacy Resource Center (51). Materials in the Center were selected especially for adults whose skills were below fourth grade level and for tutors. Materials included high interest/low level reading, phonics, grammar, basic math, English as a second language, and survival and coping skills. Advice on teaching techniques and motivation was also provided.

There is a growing emphasis on the community literacy approach where the goals of the literacy project emerge from the culture and interests of the community from which the illiterate comes. While LSCA projects did not emphasize this trend, a few key elements of the community literacy approach were reflected in several projects. For example, Broward County Division of Libraries, Florida (105) developed their own materials. Volunteers were helpful in producing local literacy materials for projects and in publishing literacy newsletters in which student work was featured.

A.2 Software

Another area of experimentation has been development of software for use in computer assisted literacy instruction programs. Software such as PLATO is available for higher level readers such as 8th grade reading levels or those preparing for the GED, but adequate software for the basic level, grades 1-5 has been lacking. However, in a joint effort to alleviate this serious problem, the National Commission on Libraries and Information Science (NCLIS) began working with the U.S. Army Human Engineering Laboratory in an innovative technology transfer project. The project will test whether a microcomputer program, designed to instruct new military recruits who lack basic reading skills, can successfully be used with adults and out-of-school teenagers in community volunteer literacy programs based in public libraries.

In 1983 the Darlington County Library, South Carolina (144) experimented with using microcomputers to assist illiterates. The project found many commercially available software programs too advanced for adult new readers. A computer program based on Laubach Literacy reading methods was developed in-house by two library staff members in cooperation with reading resource personnel. Students and tutors tested and evaluated the resulting software.

B. APPROACHES TO LITERACY

Just as experts do not agree on a literacy definition or the total number of illiterates, they also do not agree on the best approach. There are at least 3 major types of literacy approaches: programs offering one-to-one tutoring in reading, writing and occasionally math; programs using the community literacy approach; and programs using new technologies.

B.1 One-To-One Tutoring

Most LSCA literacy projects were the more traditional one-to-one tutoring programs or provided support to these types of programs. A number of these projects were quite successful. The key elements contributing to

this success are identified below: (The number beside each key element identifies the project in Appendix 2 from which the idea was taken.)

1. A certified teacher or reading specialist played a key role in the project. (4) (114) (159)

2. A full-time paid literacy coordinator served as the core around which the literacy volunteers were organized. (107) (112)

3. A person like Lois Gross of Kentucky whose commitment to the cause of literacy was so intense that she seemed to have the "strength to move mountains." Lois Gross recruited singlehandedly 545 students and 456 tutors in one year. (136)

4. A literacy newsletter included student materials. (107) (62)

5. Basic training for tutors followed by periodic in-service training kept tutors up-to-date. (107)

6. A tutor training handbook was developed for the project. (112)

7. There was liaison with adult education, social service agencies, and other literacy groups. (107)

8. Tutoring was done at locations and times convenient for students. (110) (4)

9. A videotape of tutor training was produced to serve as a refresher for tutors and to lend to groups on the community. (149)

10. Literacy volunteers were recruited from the target community. (105)

11. Recognizing that middle class women, who for years were the basis of the volunteer pool, were no longer as available, use was made of volunteers from other sectors--students, retired people, and former illiterates. (111) (131)

12. There was creative use of volunteers to support other project needs--childcare and transportation for students, producing literacy materials, and fund raising. (112)

13. Students set own goals. Instruction stopped when the student decided. (109) (114)

14. Lesson plans and individualized learning plans were used. A variety of teaching methods were used depending on the learning style of the student. (112)

15. Testing was used before, during, and after literacy training to evaluate progress. (111) (112)

16. Literacy materials were evaluated and restocked regularly. (112)

17. There was publicity--radio, television, talk-shows, exhibits, and public speaking to community groups in the target area. (36) (38) (105)

18. Pre-adult basic education classes eased the transition from one-to-one tutoring to a group learning situation. (119)

19. Student termination was tracked and feedback used to improve the program. (160)

20. Tutors developed supportive relationships with students. (111)

21. The project kept a cadre of trained tutors available, so students who asked for help wouldn't have to wait for a tutor to be trained. (112)

22. Materials were selected carefully and a catalog of them produced. (8)

23. A community literacy council was formed. (107)

24. The project developed some of its own materials. (105)

25. Evaluation was an ongoing aspect of the project.

B.2 Community Literacy

Sociologist David Harman of Hebrew University in Jerusalem advocates going even further than the traditional one-on-one tutoring described above. "It's not just an issue of instruction in reading. It's a matter of cultural transformation. Illiteracy is rooted in culture... If you teach skills to a culture in which written language plays no part, they will not learn to read and write."

Nina Wallerstein of the University of New Mexico is a proponent of what she calls "community literacy." This approach assumes that education is inseparable from students' lives outside the classroom. Rather than making literacy the focus of a separate group, preexisting groups in the community are offered literacy training. She continues, "Community literacy incorporates the context of students' lives with a group process."

Community literacy, translated into actual classroom practice, is a three-step process--listening to student concerns, codifying these needs, problems and strengths into lessons for language and literacy learning, and positive action on solutions to the concerns. For example, if the concern of the group is housing or food, a tenant's group or food cooperative might be formed. The success of students depends on their overcoming a lack of self-esteem and crippling doubts of their effectiveness to change and to bring about change. Although these "hidden voices" have the power to block learning, the emotional power behind these "hidden voices", if tapped in the classroom, can drive and inspire learning.

B.3 Technology

Another recent trend is the application of technology to literacy. Some regard new technologies as the only hope of making a dent in the staggering challenge of reaching the 95% of illiterates not currently reached under

current programs. One suggestion is to use cable television with easy to read subtitles to present programs of interest to illiterates such as religious programming. Using television as a teaching medium could be combined with one-to-one tutoring. Experimentation is occurring. Videodisc technology is being explored. One approach is a self-paced videodisc that presents pictures and sound. The student can touch the screen to indicate his response to the instruction. One advantage is that the student does not have to know how to type.

The primary focus of the LSCA technological literacy projects was the interactive use of computers. One key component of the more successful projects was that they did not lose sight of the fact that while computers could be used to assist instruction, they could not replace the human element in literacy training. Fitchburg (Mass.) Public Library's 1983 project "Magic Apple," (12) worked with 80 children with learning difficulties. A microcomputer and software programs in math and language development were purchased. Tutors worked at the computers with 1 to 4 children once or twice weekly. The result was that these children became regular library users.

In 1982 the Wilmington Library, Delaware (140) had a very popular PLATO project. PLATO is a computerized software package that offers testing, diagnosis, basic skills programs, drilling techniques and finally, retesting. The project targeted patrons who tested between 3rd and 8th grade reading levels. Participants were tested before they used basic skills programs, counseled while they used the programs, and retested. The key features of the project were that a PLATO technician worked with the participants and the terminals were used to capacity without a special community public relations effort.

C. NEED FOR RESEARCH AND EVALUATION

One of the underlying reasons for much of the disagreement in the literacy field concerning the definition for literacy, the number of illiterates, and the best approach to the problem is the lack of adequate evaluation. Most studies do not employ control groups. Achievement of groups of persons receiving training is not generally compared with groups of persons not receiving training. Often methods for evaluating program effectiveness are poorly defined. Peter Waite of Laubach Literacy notes that Laubach Literacy does not know how successful they are, because the demand for tutors does not leave them sufficient time to evaluate their projects. In its recommendations for a national literacy policy, the Coalition on Literacy notes that evaluation money is needed for community based programs that reach adults at the 0-3 grade reading level. Potentially, the LSCA program could make a significant contribution in the area of research and evaluation.

D. SERVICE TO SPECIAL GROUPS

Large segments of the functionally illiterate population are comprised of subgroups with special needs that require specially designed literacy projects. The LSCA program has shown leadership in responding to these needs with projects designed especially for children, young adults, the disabled, the institutionalized, and the non English-speaking.

D.1 Family Literacy and Young Adults

In 1983 Framingham Public Library, Massachusetts (38) set up an attractive Early Literacy Center in the children's room, well-stocked with carefully selected materials, including references for parents. A knowledgeable parent advisory committee met monthly to contribute ideas about the kinds of programming that would be beneficial to parents trying to assist in the development of their children's reading and writing skills.

In 1982 the Dekalb Library System, Decatur, Georgia (69) set up a Homework Center in this low-income Atlanta suburb where traditional services had been ineffective. An average of 65 students came each afternoon to the Center for a quiet place to study and some personalized tutorial help from professional staff. They typed their reports on the Center's electric typewriter, viewed education programs on the audio-visual equipment and operated the Center's Apple II computer, the same kind of computer used by Dekalb schools. School officials provided copies of computer programs that the children used in class.

D.2 Disabled

There is a growing awareness that many physically challenged persons have not benefitted from special education and need special literacy efforts. For example, literacy is sometimes a problem for the hearing impaired. Because oral language skills must be developed prior to reading, a deaf person can be at a distinct disadvantage.

Although the LSCA program funded several projects for the developmentally disabled, there was little emphasis on other disabilities. Mansfield-Richland County Public Library, Ohio (58) extended services to 350 developmentally disabled and functionally illiterate adults identified by area agencies. Three in-depth staff awareness sessions were held. Materials were ordered and a catalog of the materials prepared and distributed to group homes, area agencies, classroom teachers, users living independently, and to the library. In 1984 Fairview Training Center, Oregon (95) planned to develop an alternative to traditional special education methods for the mentally disabled. The project planned to use a combination of computer-assisted instruction and computer-assisted video instruction. Literacy projects adapted to other disabilities could be an exciting new direction for the LSCA program.

D.3 Institutionalized

Illiteracy among prisoners is 20 times greater than in the general population. Over $6.5 billion is spent per year on 700,000 illiterate prison inmates. These statistics sometimes mislead people into thinking that illiteracy causes crime. Studies indicate that there is a positive correlation between prisoners and high illiteracy rates. However, statistical correlations merely show a relationship; they do not show cause and effect. Illiteracy is not shown to cause crime. On the other hand, literacy may provide an opportunity for prisoners, once released, to avoid crime. Obviously, the key to prison literacy programs is motivation. It is sometimes difficult to cultivate an inmate's desire to read, when the only incentive offered is that he or she will be able to obtain a

minimum wage job when he or she leaves prison. For example, a drug dealer can earn $3,000 a week on the street without learning to read! For this reason, other incentives will have to be offered, such as the opportunity for the prisoner to earn "good time" off of his or her sentence.

In 1981 30% of illiterate inmates received literacy services, a rate considerably higher than the 5% of the general illiterate population reached. The Federal prison system specifically formulated policies to encourage literacy training within the prisons. Inmates who scored at the sixth grade level or below on any subtest of the Stanford Achievement Test received instruction for 90 days. Standards such as these might be viable for States and local penal institutions. The LSCA program has been very responsive to the need for literacy programs, not only in prisons, but in other types of institutions. Forty-one institutional literacy projects were funded under the program from FY 82 through FY 84. The major emphasis of these projects was new technology, GED preparation, purchasing high interest/low reading level materials, and tutoring.

D.4 English as a Second Language

Each year an estimated 1.4 million refugees and immigrants not literate in English are added to the pool of adult illiterates. These individuals fall into four different categories, each of which needs to be approached differently. Preliterates are those who speak a language for which there is no written form. Illiterates are those who speak a language for which there is a written form, but who do not read or write themselves. Semi-literates are able to read and write on an elementary level in their mother tongue. A non-Roman alphabetic refers to those literate in their mother tongue who must learn the Roman alphabet to learn English.

Making these diverse groups literate in English can be complex, involving teaching spatial relationships (left to right, top to bottom) to those never previously exposed to print. Current research indicates that there are advantages to teaching illiterate language learners to read in their native tongue before teaching them to read in English. Since reading is language related, native speakers of other languages can be taught more easily to read the language with which they are familiar. The entire reading skill can then be transferred to reading English. It has also been found that speaking English precedes learning to read and write.

One of the problems identified in English as a second language (ESOL) classes is that it is difficult to deal with diverse literacy levels, cultures, and learning styles in one class. The LSCA program responded by funding a number of projects in which ESOL tutoring was on a one-to-one basis. For example, Bergenfield Public Library, New Jersey (23) successfully tutored 300 non-English speaking persons on a one-to-one basis. Some tutors worked with two students, often from the same family. A strong collection of ESOL materials was developed and the library referred students who "graduated" from this program to the local Adult Education Program.

E. THE CHALLENGE AHEAD

With the LSCA reauthorization of 1984, the priority for literacy efforts was highlighted. The LSCA program has made a significant contribution to the cause of literacy. The challenge that is faced today is how to reach the 95 per cent of illiterates that remain. The data exist to show that the LSCA funds can be used in a leadership role in this effort.

APPENDIX I

LSCA LITERACY PROJECTS, FY82 - FY84
(Listing by State)

STATE	FISCAL YEAR	LIBRARY	PROJECT TITLE TITLE I PROJECT NUMBER	FUNDS EXPENDED (if available)	TYPE OF PROJECT
ALABAMA	82	Cahaba Regional Library	Literacy materials; VIII	-	High interest/low vocabulary materials Equipment
	82	Foley Transitional Home Baldwin County	Title not provided; VIII	-	High interest/low vocabulary materials
	82	Selma-Dallas County	Adult education; VIII	-	Adult basic education
	82	Shelby County Library	Adult education; VIII	-	Adult basic education
	83	No activities reported			
	84	No activities described in Annual Program			
ALASKA	82	Alaska State Library	Adult learning programs of Alaska; 82-3-E	$10,000	Statewide projects
	83	No activities reportrd			
	84	No activities described in Annual Program			
AMERICAN SAMOA		American Samoa is consolidated and therefore does not report under the LSCA program			

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STATE	FISCAL YEAR	LIBRARY	PROJECT TITLE TITLE I PROJECT NUMBER	FUNDS EXPENDED (if available)	TYPE OF PROJECT
ARIZONA	82	Tucson Public Library	Old Pasqua Library services, 82-I-III-b3	-	High interest/low vocabulary materials
	83	Phoenix Public Library	Tutorial reading program	1[illegible],810	Tutoring
					English as a second language instruction
	84	No activities described in Annual Program			
ARKANSAS	82	Arkansas State Library	Strengthening the State library system through improved collection development for decision making; 3a	-	High interest/low vocabulary materials
	82	Arkansas State Library	Finding and developing new decision makers through outreach programs; 4a	-	Statewide projects
	82	Library Development District III	Educational testing collection; 3c	-	GED
	82	Library Development District V	Large print materials; 3c	-	Miscellaneous
	83	No activities reported			
	84	Arkansas State Library	Finding and developing new decision-makers through outreach programs; 4a	-	Statewide projects
CALIFORNIA	82	Contra Costa County Library	Service to the County Detention Facility; I-172B	-	Institutions
	83	No activities reported			
	84	California State Library	California literacy campaign; I-230B (FY 83 Carryover)	[illegible],519,000	Statewide projects

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STATE	FISCAL YEAR	LIBRARY	PROJECT TITLE TITLE I PROJECT NUMBER	FUNDS EXPENDED (if available)	TYPE OF PROJECT
COLORADO	82	Rifle Correctional Facility Library	Rifle Correctional Facility Library; 81-I-6	-	Institutions
	83	No activities reported			
	84	No activities described in Annual Program			
CONNECTICUT	82	No activities reported			
	83	Connecticut State Library	Consulting services; 2.F	-	Consulting services
	83	Fairfield Hills Hospital	Expanding health services; 5.B.17	720	Institutions High interest/low vocabulary materials
	84	Eastern Connecticut Library Association	Books by mail promotes adult functional literacy; 3.A.7 (FY 83 Carryover)	8,150	Books by mail Statewide projects
	84	CCC -- Bridgeport	Preparing for reentry; I.5.A (FY 83 Carryover)	500	Institutions Coping skills
	84	Connecticut State Library	Literacy project; 8 (FY 83 Carryover)	20,000	Statewide projects
DELAWARE	82	The Wilmington Institute	La biblioteca del pueblo; 8201-5	6,000	English as a second language materials
	82	Wilmington Library	Plato project; 8201-6	-	Technology
	82	Sussex County, Milton	Spanish Collection; 8201-11	4,862	English as a second language instruction

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STATE	FISCAL YEAR	LIBRARY	PROJECT TITLE TITLE I PROJECT NUMBER	FUNDS EXPENDED (if available)	TYPE OF PROJECT
DELAWARE (Cont'd)	83	No activities reported			
	84	No activities described in Annual Program			
DISTRICT OF COLUMBIA	82	No activities reported			
	83	No activities reported			
	84	District of Columbia Public Library	General services; 1	-	Young adults
FLORIDA	82	Broward County Division of Libraries	Services to the economically disadvantaged; 7-A	878,184	Literacy programs
	82	Northwest Regional Library System	Library service to the economically disadvantaged; 7-I	-	Coping skills Exhibits and publicity
	82	West Florida Regional Library System	Service to the economically disadvantaged; 7-M	-	GED
	82	Jacksonville Public Library System	Adult basic education; 13-A	104,000	Literacy programs
	82	Leon County Public Library System	Adult basic education; 13-B	21,791	Tutoring Handbooks English as a second language instruction
	82	Sumter Correctional Institution	(Library materials); 15-R	6,804	Institutions
	82	Miccosukee Community Library	Service to Indians; 8-A	-	High interest/low vocabulary materials
	83	Jacksonville Public Library System	Adult basic education; 13-B	66,650	Literacy programs

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STATE	FISCAL YEAR	LIBRARY	PROJECT TITLE TITLE I PROJECT NUMBER	FUNDS EXPENDED (if available)	TYPE OF PROJECT
FLORIDA (Cont'd)	84	Department of State, Division of Library Services	Library Service to the economically disadvantaged; 7	-	Statewide Projects High interest/ low vocabulary materials
	84	Monroe County Public Library	Service to bi-lingual clientele; 9 (FY 83 Carryover)	10,700	English as a second language instruction
	84	Leon County Public Library	Library Service to bilingual clientele; 9	16,569	English as a second language instruction
	84	Jacksonville Public Library	Library demonstration projects; 11	69,000	Technology
	84	Department of State, Division of Library Services	Adult basic education; 13	620,898	Statewide projects
	84	Department of State, Division of Library Services	Adult basic education; 13 (FY 83 Carryover)	363,127	Statewide projects
GEORGIA	82	Mountain Regional Library	No title provided	-	Bookmobile
	82	Kinchafoonee Regional Library	No title provided	-	High interest/ low vocabulary materials
	82	Chatham-Effingham-Liberty Regional Library Savannah	No title provided	-	GED
	82	Augusta Regional Library	No title provided	-	Tutoring Young Adults

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STATE	FISCAL YEAR	LIBRARY	PROJECT TITLE TITLE I PROJECT NUMBER	FUNDS EXPENDED (if available)	TYPE OF PROJECT
GEORGIA (Cont'd)	82	Dekalb Library System, Decatur	Tobie Grant Library Homework Center	-	Homework help Children Young adults
	83	No activities reported			
	84	No activities described in Annual Program			
GUAM	82	Nieves M. Flores Memorial Library	Strengthening the State Library Administration Agency (Statewide Library Programs); 2	-	English as a second language materials
	83	No activities reported			
	84	Nieves M. Flores Memorial Library	Strengthening the state library administration agency (statewide library programs); 2	-	English as a second language materials
	84	Nieves M. Flores Memorial Library	Institutional libraries; 3	-	Institutions
HAWAII	82	Department of Education, Office of Library Services	Waianae Children's Program; 82-5a	-	Tutoring
	82	Department of Education, Office of Library Services	Kalihi-Palama family program; 82-9a	34,258	Family literacy
	83	No Activities Reported			
	84	Department of Education, Office of Library Services	State institutional library services; 84-1	-	Institutions

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STATE	FISCAL YEAR	LIBRARY	PROJECT TITLE TITLE I PROJECT NUMBER	FUNDS EXPENDED (if available)	TYPE OF PROJECT
IDAHO	82	No activities reported			
	83	No activities reported			
	84	No activities described in Annual Program.			
ILLINOIS	82	No activities reported			
	83	Illinois State Library	Unserved (special clienteles); VII (FY 82 Carryover)	-	Miscellaneous
	84	Illinois State Library	Unserved (specialized services); VII	-	Statewide projects
INDIANA	82	Monroe C u ty Public Library, Bloomington	Adult literacy continuation project	24,352	Literacy programs
	83	No activities reported			
	84	No activities described in Annual Program			
IOWA	82	No activities reported			
	83	No activities reported			
	84	No activities described in Annual Program			
KANSAS	82	No activities reported			
	83	No activities reported			
	84	No activities described in Annual Program			

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STATE	FISCAL YEAR	LIBRARY	PROJECT TITLE TITLE I PROJECT NUMBER	FUNDS EXPENDED (if available)	TYPE OF PROJECT
KENTUCKY	82	Kentucky River Library Region	Library development - literacy; 3	15,000	Statewide projects
					Tutoring
	83	Kentucky Department for Libraries and Archives	Literacy; 2 (FY 82 Carryover)	93,000	Statewide projects
					Tutoring
					Coalitions
	83	Kentucky Department for Libraries and Archives	Literacy; 2	42,000	Statewide projects
					Tutoring
					Coalitions
	84	Kentucky Department for Libraries and Archives	Literacy; 2 (83 Carryover)	31,700	Statewide projects
					Tutoring
					Workshops/conferences
	84	Kentucky Department for Libraries and Archives	Literacy; 2	39,300	Statewide projects
					Tutoring
					Workshops/conferences
LOUISIANA	82	Office of the State Library, Baton Rouge	User services; 1	50,187 (app)	High interest/low vocabulary materials
	82	Louisiana State Library, Baton Rouge	Institutions; 7	-	Institutions
	83	Office of the State Library, Baton Rouge	User services; 1 (FY 82 Carryover)	-	Bibliography
	83	Office of the State Library, Baton Rouge	Planning and development; 6	-	Surveys

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STATE	FISCAL YEAR	LIBRARY	PROJECT TITLE TITLE I PROJECT NUMBER	FUNDS EXPENDED (if available)	TYPE OF PROJECT
LOUISIANA (cont'd)	84	Office of the State Library, Baton Rouge	User services; 1	-	High interest/low vocabulary materials
	84	Office of the State Library, Baton Rouge	Planning and development; 6	-	Adult basic education
MAINE	82	No activities reported			
	83	No activities reported			
	84	No activities described in Annual Program			
MARYLAND	82	Baltimore City	Literacy resource center; 1-B	-	High interest/low vocabulary materials
	82	Enoch Pratt Free Library	Literacy resource center; 1-B	20,360	Tutor Training
	82	Prince George's County	CLIC for illiterates; 1-B	25,000	Information and referral
	82	Anne Arundel County Public Library	Literacy resources collections; 1-B	7,000	High interest/low vocabulary materials
	82	Worcester County Library	Volunteer adult literacy program; 1-B	48,075	Literacy programs
	83	Maryland State Department of Education, Division of Library Development and Services	Inadequately served; 1-A	-	Miscellaneous
	83	Enoch Pratt Free Library	Literacy resource center V; 1-B	10,000	High interest/low vocabulary materials
	83	Prince George's Memorial Library	CLIC - Literacy Project Year IV; 1-B	17,142	Information and referral

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STATE	FISCAL YEAR	LIBRARY	PROJECT TITLE TITLE I PROJECT NUMBER	FUNDS EXPENDED (if available)	TYPE OF PROJECT
MARYLAND (cont'd)	83	Annapolis and Anne Arundel County Public Library	A B L E; 1-B	5,000	High interest/low vocabulary materials
	83	Calvert County Public Library	Calvert Adult Literacy League (CALL); 1-B	30,000	Tutoring
	83	Worcester County Library	Adult literacy volunteer program; 1-B	21,075	Literacy programs
	83	Maryland State Department of Education, Office of Correctional Education	Institutions (ABLE/CAVE); 1-C	-	Institutions
	83	Maryland State Department of Education, Division of Library Development and Services	Institutions (Springfield); 1-C	6,550	Institutions
	84	Maryland State Department of Education	Special populations; 1-B	-	Miscellaneous
MASSACHUSETTS	82	Leominister Public Library	Career Information Center; 5.210 (FY 81 Carryover)	-	High interest/low vocabulary materials
	82	Samuel S. Pollard Memorial Library, Lowell	Services to Indo-Chinese newcomers; 5.211 (FY 81 Carryover)	-	English as a second language materials
	82	Somerville Public Library	Adult basic education project; 5.213	6,098	Adult basic education
	82	Massachusetts Board of Library Commissioners	Institutional library services; 9	-	Institutions
	83	Massachusetts Board of Library Commissioners	(Administration, strengthening the State Library program personnel); 1-3	-	Consulting services

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STATE	FISCAL YEAR	LIBRARY	PROJECT TITLE TITLE I PROJECT NUMBER	FUNDS EXPENDED (if available)	TYPE OF PROJECT
MASSACHU-SETTS (Cont'd)	83	Massachusetts Board of Library Commissioners	Statewide literacy project FY 83; 4.5 (FY 82 Carryover)	6,500	Statewide projects Tutor training High interest/low vocabulary materials
	83	Fitchburg Public Library	Magic apple; 5.209 (FY 82 Carryover)	5,500	Technology Children
	83	Framingham Public Library	Early literacy project; 5.210 (FY 82 Carryover)	3,831	Family literacy
	83	Springfield City Library	Project reach: reading education activity for hispanics; 5.212 (FY 82 Carryover)	14,301	English as a second language materials
	84	Athol Public Library	Vocational resource center; 5.202 (FY 83 Carryover)	-	Technology
MICHIGAN	82	Michigan Department of Education-State Library Services	Grants to library cooperatives and public libraries to strengthen library services throughout the State; 2a	157	High interest/low vocabulary materials
	83	Library of Michigan	Strengthening Library of Michigan services to library cooperatives, local public libraries and Michigan citizens; 1	-	Technology
	84	No activities described in Annual Program			
MINNESOTA	82	No activities reported			
	83	No report from Minnesota at this time			
	84	No activities described in Annual Program			

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STATE	FISCAL YEAR	LIBRARY	PROJECT TITLE TITLE I PROJECT NUMBER	FUNDS EXPENDED (if available)	TYPE OF PROJECT
MISSIS-SIPPI	82	No activities reported			
	83	Mississippi Library Commission	Improvement of library services to areas with inadaquate services and for services to low income persons in rural and urban areas: program and services development; VI; (FY 82 Carryover)	-	High interest/low vocabulary materials
	84	No activities described in Annual Program			
MISSOURI	82	St. Louis Public Library	Service to the aged and disadvantaged	1,000	High interest/ low vocabulary materials
	83	No activities reported			
	84	No activities described in Annual Program			
MONTANA	82	No activities reported			
	83	Montana State Library Commission	Institutional library service at Warm Springs State Hospital; 3-02	-	Institutions
	84	No activities reported			
NEBRASKA	82	No activities reported			
	83	No activities reported			
	84	No activities described in Annual Program			
NEVADA	82	No activities reported			
	83	No activities reported			
	84	No activities reported in Annual Program			

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STATE	FISCAL YEAR	LIBRARY	PROJECT TITLE TITLE I PROJECT NUMBER	FUNDS EXPENDED (if available)	TYPE OF PROJECT
NEW HAMP-SHIRE	82	No activities reported			
	83	No activities reported			
	84	No activities described in Annual Program			
NEW JERSEY	82	Bergenfield Public Library	Adult basic reading development program (literacy); 2-A (FY 81 Carryover)	6,175	Tutor training High interest/ low vocabulary materials
	82	Bergenfield Public Library	Adult basic reading development program; 2-A	16,552	Tutor Training High interest/ low vocabulary materials
	82	Bergenfield Public Library	Lets talk; 2-B (FY 81 Carryover)	11,497	English as a second language instruction
	82	Englewood Public Library	Teen-aged literacy; 2-D (FY 81 Carryover)	12,400	Young adults
	82	Old Bridge Public Library	Libraries of South Middlesex literacy project; 2-E (FY 81 Carryover)	33,000	Literacy Programs Institutions
	82	Old Bridge Public Library	Libraries of South Middlesex literacy project; 2-D	32,020	Literacy Programs Institutions
	83	Bergenfield Free Public Library	Basic reading - literacy awareness; 2-A	15,239	Exhibits and publicity
	83	Englewood Public Library	Teen literacy; 2-D (FY 82 Carryover)	13,700	Young adults
	83	Old Bridge Public Library	Libraries of South Middlesex (ESL) literacy project; 2-C	37,054	English as a second language instruction

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STATE	FISCAL YEAR	LIBRARY	PROJECT TITLE TITLE I PROJECT NUMBER	FUNDS EXPENDED (if available)	TYPE OF PROJECT
NEW JERSEY (Cont'd)	83	Camden Public Library	Literacy coordination; 2-B; (FY 82 Carryover)	6,400	Tutor Training
	84	Bergenfield Public Library	(Basic reading literacy tutoring to non-reading adults); 2 (FY 83 Carryover)	20,000	Tutoring
	84	Englewood Public Library	(Teen peer tutoring project); 2 (FY 83 Carryover)	15,000	Young adults
	84	Old Bridge Public Library	(ESL literacy improvement and services and materials for libraries of Middlesex); 2 (FY 83 Carryover)	32,000	English as A second language instruction
	84	Old Bridge Public Library	(ESL literacy improvement and services and materials for libraries of Middlesex); 2	30,000	English as a second language instruction
	84	Camden County Library	(Literacy Coordination); 2 (FY 83 Carry-over)	7,000	Tutor training High interest/ low vocabulary materials
	84	Camden County Library	(Literacy Coordination); 2	7,000	Tutor training High interest/ low vocabulary materials
	84	Elizabeth Public Library	(Job information center and literacy train-ing project for teens and young adults); 2	35,000	Young adults
	84	Gloucester County Library	(County-wide literacy program for adults); 2 (FY 83 Carryover)	25,000	Literacy programs
	84	Gloucester County Library	(County-wide literacy program for adults); 2	20,000	Literacy programs
	84	Newark Public Library	(Basic reading and ESL literacy); 2 (FY 83 Carryover)	50,000	English as a second language instruction

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STATE	FISCAL YEAR	LIBRARY	PROJECT TITLE TITLE I PROJECT NUMBER	FUNDS EXPENDED (if available)	TYPE OF PROJECT
NEW JERSEY (Cont'd)	84	Newark Public Library	(Basic reading and ESL literacy); 2	50,000	English as a second language instruction
	84	Juvenile Medium Facility, Bordentown	High interest low reading materials for young adults; 5 (FY 83 Carryover)	4,000	Institutions
	84	Juvenile Medium Facility, Bordentown	High Interest Low reading materials for young adults; 5	8,000	Institutions
	84	Highfields Residential Center - Hopewell	High interest low reading materials for young adults; 5 (FY 83 Carryover)	1,653	Institutions
	84	Highfields Residential Center - Hopewell	High interest low reading materials for young adults; 5	3,599	Institutions
NEW MEXICO	82	New Mexico State Library	Institutions project; 5	-	Institutions
	83	No activities reported			
	84	No activities described in Annual Program			
NEW YORK	82	Brooklyn Public Library	Adult learner/Job information center; 82-0001	-	Tutoring English as a second language instruction
	82	Mid-Hudson Library System	Adult independent learner; 82-0034	-	TUTORING English as a second language instruction
	82	Mid-Hudson Library System	Literacy project consultant; 82-0036	15,903	Consulting services

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STATE	FISCAL YEAR	LIBRARY	PROJECT TITLE TITLE I PROJECT NUMBER	FUNDS EXPENDED (if available)	TYPE OF PROJECT
NEW YORK (Con't)	82	Nassau Library System	Adult independent learner; 82-0045	-	Space for tutoring
	82	New York Public Library	Tutoring; 82-0048	-	Tutoring
	82	North Country Library System	Adult independent learner; 83-0057	-	Miscellanepus
	82	Queens Borough Public Library	Literacy volunteers; 82-0082	40,605	Tutoring Adult basic education
	82	Suffolk Cooperative Library System	Adult Learner Project; 82-0093	14,747	Tutoring English as a second language instruction
	82	Westchester Library System	Literacy/ESL; 82-0098	20,605	Literacy programs English as a second language instruction
	82	(18 systems)	Adult learner/Job information centers	-	Miscellaneous
	83	No report from New York at this time			
	84	Brooklyn Public Library	(Literacy volunteers); 84-0003	-	Tutoring
	84	Chemung-Southern Tier Library System	(Literacy volunteer program); 84-0013	25,000	Tutoring Technology
	84	Clinton-Essex Franklin Library	(Literacy volunteers project); 84-0018	2,500	High interest/low vocabulary materials
	84	Mid-Hudson Library System	(Literacy consultant); 84-0035	-	Consulting services

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STATE	FISCAL YEAR	LIBRARY	PROJECT TITLE TITLE I PROJECT NUMBER	FUNDS EXPENDED (if available)	TYPE OF PROJECT
NEW YORK (Con't)	84	North Country Library	(Adult learning program); 84-0050	-	Miscellaneous
	84	Onondaga County Public Library	(Literacy project); 84-0526	14,400	Miscellaneous
	84	Queens Borough Public Library	(Literacy volunteer project); 84-0069	48,720	Tutoring
	84	Westchester Library System	(Literacy and English as a second language project); 84-0080	18,397	Literacy programs English as a second language instruction
NORTH CAROLINA	82	Durham County Library	Project LIFT (Learning Information for Today); 8-G	-	Information and referral
	82	North Carolina Department of Cultural Resources/Division of State Library	Disadvantaged - Grants-in Aid; 9	-	High interest/low vocabulary materials
	82	State Library	Statewide library program - Bilingual - foreign language center; 12	-	English as a second language materials
	82	Rockingham County Public Library	Reading Education At the Library (REAL); 8-L (FY 81 Carryover)	34,519	Literacy programs
	83	Rockingham County Public Library	Reading Education at the Library (REAL); 8-j	21,400	Literacy programs
	83	North Carolina Department of Cultural Resources/Division of State Library	Disadvantaged - Special projects (Project LIFT); 8	-	Information and referral
	83	North Carolina Department of Cultural Resources/Division of State Library	Disadvantaged - Grants in Aid; 9	-	High interest/low vocabulary materials

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STATE	FISCAL YEAR	LIBRARY	PROJECT TITLE TITLE I PROJECT NUMBER	FUNDS EXPENDED (if available)	TYPE OF PROJECT
NORTH CAROLINA (Cont'd)	84	No activities described in the Annual Program			
NORTH DAKOTA	82	No activities reported			
	83	No activities reported			
	84	No activities reported			
NORTHERN MARIANA ISLANDS	The Northern Mariana Islands are consolidated and therefore do not report under the LSCA Program				
OHIO	82	Fairfield County District Library	Project Hermes; I-16-B-81	-	Literacy programs
	82	Washington County Public Library	Public library "Project Outreach"; I-16-C-81	-	High interest/ low vocabulary materials Tutoring
	82	Mansfield-Richland County Public Library	Library services to developmentally disabled and functionally illiterate adults; I-16-A-82	9,485	High interest/ low vocabulary materials Coping skills Bibliography
	83	Western Reserve Psychiatric Habilitation Center	Library improvements; I-6A-3-82 (FY 82 Carryover)	-	Institutions
	83	Ohio Reformatory for Women	Library improvement; I-6A-4-82 (FY 82 Carryover)	-	Institutions

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STATE	FISCAL YEAR	LIBRARY	PROJECT TITLE TITLE I PROJECT NUMBER	FUNDS EXPENDED (if available)	TYPE OF PROJECT
OHIO (Cont'd)	83	Ohio State Reformatory	Library improvement; 1-6A-4-82 (FY 82 Carryover)	-	Institutions
	83	Training Institute, Central Ohio (TICO)	Library improvements; I-6A-5-82 (FY 82 Carryover)	-	Institutions
	83	Dayton Mental Health Center	Library improvements; I-6A-7-82 (FY 82 Carryover)	-	Institutions
	83	Lorain Public Library	Project LITE; I-15-D-82; I-15-T-83	-	Literacy programs
	83	Logan County District Library	Public library adult basic education project; I-15-F-82 (FY 82 Carryover)	-	Adult basic education High interest/low vocabulary materials
	83	Washington County Public Library	Libraries in the forefront of Education (LIFE); I-15-Y-82 (FY 82 Carryover)	-	Literacy programs
	83	Mansfield-Richland County Public Library	Library services to developmentally disabled and functionally illiterate adults; I-16-A-82 (FY 82 Carryover)	-	High interest/ low vocabulary materials Coping skills Bibliography
	83	Project LEARN	Books for adult new readers: A selection aid for librarians; I-16-C-82 (FY 82 Carryover)	-	Bibliography
	83	Chillicothe Correctional Institution	Library improvements; 6A-1-83	-	Institutions
	83	Lebanon Correctional Institution	Library improvements; I-6A-1-83	-	Institutions
	83	London Correctional Institution	Library improvements; I-6A-1-83	-	Institutions

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STATE	FISCAL YEAR	LIBRARY	PROJECT TITLE TITLE I PROJECT NUMBER	FUNDS EXPENDED (if available)	TYPE OF PROJECT
OHIO (Cont'd)	83	Ohio State Reformatory	Library improvements; I-6A-1-83	-	Institutions
	84	Ohio State Library	New readers and small libraries; statewide literacy conference; I-4-C-83	9,854	Institutions
	84	Marion Public Library	Do-it-yourself; I-15-K-84	-	Coping skills
	84	Department of Mental Health	Library improvement project	-	Institutions Technology
	84	Department of Rehabilitation and Corrections	Library improvement project	-	Institutions
OKLAHOMA	82	Southwestern Library Association	Disadvantaged; I-5(a) (FY 81 Carryover)	4,071	Coalitions
	83	Oklahoma Department of Libraries	Statewide services; VIII-4-d-8	-	Exhibits and publicity Handbooks
	84	Oklahoma Department of Libraries	Services to disadvantaged persons; V	-	Literacy Councils Tutoring Statewide projects
OREGON	82	No activities reported			
	83	No activities reported			
	84	Fairview Training Center, Salem	Fairview's literacy education project; 84-7	7,500	Institutions
	84	Library Association of Portland	Career books for prisoners; 84-10	2,600	Institutions
	84	State Department of Education, Salem	Literacy project; 84-20	11,000	Tutor Training

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STATE	FISCAL YEAR	LIBRARY	PROJECT TITLE TITLE I PROJECT NUMBER	FUNDS EXPENDED (if available)	TYPE OF PROJECT
PENNSYL-VANIA	82	-	Summary and evaluation of annual program	-	Tutoring
	83	Bradford-Wyoming County Library	Literacy; VII-82-5-I (FY 82 Carryover)	20,600	Tutoring
	84	Beaver County Federated Library System	Project VII	10,000	High interest/ low vocabulary materials
	84	Pottsville Free Public Library	Project VII	12,700	High interest/ low vocabulary materials
PUERTO RICO	82	Department of Education -Adult and Community Area- Public Library Services	Public libraries in the municipalities-statewide program; 82-1	-	English as a second language instruction
	82	Department of Education -Educational Extension Area- Public Library Services	Service to public housing projects; 82-5	-	Adult basic education English as a second language instruction
	82	Department of Education - Adult and Community Area - Program of Services	Institutional Library Services; 82-2	-	Institutions
	83	No Activities reported			
	84	Department of Education - Adult and Community Area - Public Library Services	Public libraries in the municipalities - statewide program; 84-1	-	English as a second language instruction
	84	Department of Education - Adult and Community Area - Public Library Services	Library services to public housing projects; 84-5	-	Adult basic education

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STATE	FISCAL YEAR	LIBRARY	PROJECT TITLE TITLE I PROJECT NUMBER	FUNDS EXPENDED (if available)	TYPE OF PROJECT
RHODE ISLAND	82	Rhode Island Department of State Library Services	Statewide library network - grants to regional library centers; I Part 2-B	-	Consulting services
	82	Rhode Island Department of State Library Services	Library services to inadequately served - services to adults; Project 7, Part III	-	Workshops/conferences
	83	No activities reported			
	84	No activities described in Annual Program			
SOUTH CAROLINA	82	South Carolina State Library	Service to the disadvantaged; III-D	-	High interest/low vocabulary materials
	82	Darlington County Library	Service to the disadvantaged; III-D-14	-	High interest/low vocabulary materials Space for Tutoring
	82	South Carolina State Library	Library development; IV	-	Miscellaneous
	82	South Carolina State Library	(Institutions); IV-A	-	Institutions
	83	South Carolina State Library	Service to the disadvantaged; III-D	-	Workshops/conferences Statewide projects Coalitions
	83	Darlington County Library	Service to the disadvantaged; III-D	4,700	Technology
	83	Abbeville Greenwood Library	Library development; IV	-	High interest/low vocabulary materials
	83	Pickens Library	Library Development; IV	-	High interest/low vocabulary materials

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STATE	FISCAL YEAR	LIBRARY	PROJECT TITLE TITLE I PROJECT NUMBER	FUNDS EXPENDED (if available)	TYPE OF PROJECT
SOUTH CAROLINA (Cont'd)	84	Abbeville-Greenwood Regional Library	Service to the disadvantaged; III-D	12,457	Literacy programs
	84	Anderson County Library	Service to the disadvantaged; III-D	10,210	Miscellaneous
	84	Calhoun County Public Library	Service to the disadvantaged; III-D	3,627	High interest/low vocabulary materials
	84	Cherokee County Public Library	Service to the disadvantaged; III-D	14,230	Miscellaneous Literacy programs
	84	Chester County Library	Service to the disadvantaged; III-D-10	8,315	Miscellaneous Literacy programs
	84	Dillon County Library	Service to the disadvantaged; III-D	6,414	Miscellaneous Literacy programs
	84	Fairfield County Library	Service to the disadvantaged; III-D	4,580	Miscellaneous Literacy programs
	84	Florence County Library	Service to the disadvantaged; III-D	6,031	Miscellaneous Literacy programs
	84	Horry County Memorial Library	Service to the disadvantaged; III-D-21	-	Miscellaneous
	84	Lancaster County Library	Service to the disadvantaged; III-D	1,917	Tutor training Technology
	84	McCormick County Library	Service to the disadvantaged; III-D	2,788	Literacy programs
	84	Union Carnegie	Service to the disadvantaged; III-D	23,794	Miscellaneous Literacy programs
	84	York County Library	Service to the disadvantaged; III-D-39	25,860	Miscellaneous Literacy programs

STATE	FISCAL YEAR	LIBRARY	PROJECT TITLE TITLE I PROJECT NUMBER	FUNDS EXPENDED (if available)	TYPE OF PROJECT
SOUTH DAKOTA	82	No activities reported			
	83	No activities reported			
	84	No activities described in Annual Program			
TENNESSEE	82	No activities reported			
	83	No activities reported			
	84	Tennessee State Library and Archives	Tennessee Regional Library System (General Library Service); 1-A	-	High interest/low vocabulary materials
TEXAS	82	Fort Worth Public Library	System operation - North Texas library system; 3(g)	-	English as a second language instruction Adult basic education
	82	Dallas Public Library	System operation - Northeast Texas library system; 3(e)	-	English as a second language instruction
	82	San Antonio Public Library	System operation - San Antonio major resource system; 3 (j)	-	Coping skills
	82	Texas State Library	Consulting and continuing education, Austin; 11	-	Workshops/conferences
	83	Wise County Federated Library System	Public library establishment and reorganization, Austin; 2(d) (FY 82 Carryover)	-	GED
	83	San Antonio Public Library	System operation - San Antonio area library system; 3(j)	-	High interest/low vocabulary materials Tutoring
	84	Texas State Library	Regional public library systems; 3	-	Statewide projects
	84	San Antonio Public Library	System operation - San Antonio major resource system; 3(j)	-	High interest/low vocabulary materials

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STATE	FISCAL YEAR	LIBRARY	PROJECT TITLE TITLE I PROJECT NUMBER	FUNDS EXPENDED (if available)	TYPE OF PROJECT
TRUST TERRITORIES		The Trust Territories are consolidated and therefore do not report under the LSCA Program.			
UTAH	82	State Library, Division of Community and Economic Development	Public library service; 1-A	-	Bookmobile High interest/low vocabulary materials
	83	State Library, Division of Community and Economic Development	Public library service; 1-A	-	Bookmobile High interest/low vocabulary materials
	84	State Library, Division of Community and Economic Development	Institutional services; III	-	Institutions
VERMONT	82	Vermont Department of Libraries	Institutional library services; 82-6	-	Institutions
	83	Vermont Department of Libraries	Institutional library services; 83-4	-	Institutions
	83	Vermont Department of Libraries	Library extension and development activities; 82-3	-	Workshops/conferences
	84	No activities described in Annual Program			
VIRGINIA	82	Montgomery-Floyd Regional Library	Adult literacy project; 82-1	28,802 (app.)	Tutoring English as a second language instruction
	83	Augusta County Library	Adult basic education books; 83-1	128	High interest/low vocabulary materials
	84	Virginia State Library	Institutional library service; 84-5		Institutions

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STATE	FISCAL YEAR	LIBRARY	PROJECT TITLE TITLE I PROJECT NUMBER	FUNDS EXPENDED (if available)	TYPE OF PROJECT
VIRGIN ISLANDS	82	No activities reported			
	83	No activities reported			
	84	No activities described in Annual Program			
WASHINGTON	82	Neill Public and Whitman County	"Welcome"--English as a second language program; 81-02-16.	11,920	English as a second language instruction
	83	No activities reported			
	84	No activities described in Annual Program			
WEST VIRGINIA	82	West Virginia Library Commission	Providing the right to read for all West Virginians; 2	-	Tutoring
	83	West Virginia Library Commission	Providing the right to read for all West Virginians; 2	-	Tutoring
	84	West Virginia Library Commission	Providing the right to read for all West Virginians; 2	-	Tutoring
WISCONSIN	82	No activities reported			
	83	Northwest Wisconsin Library System	Library and learning resources for the institutionalized; 83-32	-	Institutions
	83	Arrowhead Library System	Microcomputers in libraries; 84-50	29,657	Information and referral High interest/low vocabulary materials Technology
	83	Arrowhead Library System	Libraries in literacy; 84-52	19,773	Information and referral

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STATE	FISCAL YEAR	LIBRARY	PROJECT TITLE TITLE I PROJECT NUMBER	FUNDS EXPENDED (if available)	TYPE OF PROJECT
WISCONSIN (Cont'd)	84	Arrowhead Library System	Libraries in literacy; 84-52	13,914	Information and referral High interest/low vocabulary materials Technology Workshops/conferences
	84	Department of Health and Social Services (Oakhill Correctional Institute)	Literacy - the wave of the future in correctional institution libraries	25,200	Institutions Technology
WYOMING	82	No activities reported			
	83	No activities reported			
	84	No activities described in Annual Program			

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APPENDIX II

DESCRIPTIVE ANNOTATIONS FOR LSCA PROJECTS
FY82 - FY84
(Listing by Subject)

ADULT BASIC EDUCATION - See also items: 27; 28; 140; and 159.

1. ALABAMA 82 Selma-Dallas County Library; Adult Education; VIII.

The adult education project is a cooperative program between the George Wallace Community College and the Public library of Selma and Dallas County. For this rural county, the college provides an adult education teacher who recruits students and teaches non-educated and under/educated adults two days a week in the library. The library provides facilities and secures materials in: GED preparation; high-interest low-level reading materials; and large print materials for senior citizens. These materials are jointly selected by the librarian and the teacher. The library plans to continue this program.

2. ALABAMA 82 Shelby County Library; Adult Education; VIII.

The project established an adult basic education class designed to prepare out-of-school adults with basic coping skills that will enable them to join the job market or to advance in their jobs. The approach is to teach adults whatever learning skills they need and to prepare them for the GED test. The project is designed to make materials available through the eight county libraries in this rural area to patrons who wish to learn on their own.

3. LOUISIANA 84 Office of the State Library, Baton Rouge; Planning and Development; 6.

Adult Basic Education teachers and students are being encouraged to use the local public library through a cooperative project initiated by the Bureau of Adult and Community Education, Department of Education, and the Louisiana State Library.

4. OHIO 83 Logan County District Library; Public Library Adult Basic Education Project; I-15-F-82; (FY 82 Carryover).

Adult Basic Education classes were held in the library for 41 students two mornings per week during the school year, with instruction provided by a certified teacher and an aide. Students were not required to attend each session. New students could enter at any time, and instruction was very individualized. These features of the program were designed to meet the needs of the students. At any given time, therefore, there would be students who had received the instruction in the class at the same time as those who had not. Therefore, it became necessary to divide the class. A collection of 619 high interest/low reading level books was purchased and displayed in the meeting room of the library where the classes were held. Books were purchased in the areas of coping skills (health, family, consumer education, jobs) and a variety of

family, consumer education, jobs) and a variety of fiction for leisure reading. Circulation of the materials was very low (72) for the year. Perhaps an interest survey should have been conducted before books were purchased. A majority of students were working toward the GED, and may have been beyond the level of materials provided for leisure reading.

5. PUERTO RICO 82 Department of Education - Educational Extension Area - Public Library Service; Service to Public Housing Projects; 82-5.

84 Department of Education - Adult and Community Area - Public Library Services; Library Services to Public Housing Projects, 84-5.

Twenty-four outreach locations provide library services to housing projects afternoons and evenings. The 24th was added during FY 82. The new outlet was started with 1,315 books and has 380 registered users. More than 50 programs were offered in adult education and English. Total circulation was 22,841. A literacy objective for FY 84 was to offer adult education activities for the disadvantaged.

6. MASSACHUSETTS 82 Somerville Public Library; Adult Basic Education Project; 5.213 (FY 81 Carryover); $6,098.

The Somerville Public Library provided improved library services to educationally disadvantaged adults in the community, defined as those adults reading on grade levels 1 through 6. Primary objectives included providing a collection of materials and programming appropriate to the needs and interests of this target group. The desired outcome was to supply the adult learner with the means to improve basic skills, answer informational needs and enjoy leisure reading. Cooperative efforts with local adult education programs have begun and will expand as classes are formed in the Fall.

BIBLIOGRAPHY - See also items 58, 68, and 72.

7. LOUISIANA 83 Office of the State Library, Baton Rouge; User Services; 1 (FY 82 Carryover).

Although literacy is not addressed in the annual report for this project, a bibliography entitled High Interest-Low Reading Level Book Collection, dated February 1983, was attached to the project.

8. OHIO 83 Project Learn; Books for Adult New Readers: A Selection Aid for Librarians; I-16-C-82 (FY 82 Carryover).

The revised edition of Books for Adult New Readers was distributed, one copy to every service outlet of every public library and to every state institution library in Ohio, a total of almost 700 copies. Books for Adult New Readers is a highly selective bibliography of approximately 400 titles, with complete bibliographic information,

annotations, and reading levels for recommended in-print materials of interest to adults reading at low levels. All titles written at the seventh grade level and below were evaluated by a panel of public librarians, teachers in Adult Basic Education programs, literacy experts, and adult new readers and are suitable for circulating library collections. A questionnaire was mailed along with the bibliography. This questionnaire resulted in the collection of information about library involvement in literacy activities and the status of special collections for adult new readers.

BOOKMOBILE

9. GEORGIA 82 Mountain Regional Library, Young Harris; no title provided.

Many homes in this economically disadvantaged rural area are without books; many parents cannot or do not read. Young children and young adults are not exposed to books except in the classroom. The drop-out rate is too high. Librarians are working with school drop-outs, providing individual reading guidance in preparation for readmission to school or establishing high school equivalency through the GED test. This is of vital concern because vocational-technical schools have been established within commuting distance of the three counties served by the project.

10. UTAH 82 State Library - Division of Community and Economic Development; Public Library Service; 1-A.

83 State Library - Division of Community and Economic Development; Public Library Service; 1-A.

Read-along programs of high interest-low vocabulary and other education materials have been made available for slower readers. The bookmobile program was able to continue library services to a group of Cambodian and Vietnamese refugees living in the State. Materials obtained from the Federal government were provided to help these new Americans learn the English language and adjust to their new cultural environment.

BOOKS BY MAIL

11. CONNECTICUT 84 Eastern Connecticut Library Association; Books by Mail Promotes Adult Functional Literacy; 3.A.7.8150.

Adult functional illiteracy is a burden which afflicts approximately one out of ten Connecticut residents. The objective of the Books by Mail project is to help Literacy Volunteer tutors be more effective in combating adult functional illiteracy and teaching ESL.

The approach is to make materials that both students and teachers need available to them regardless of where they live in Connecticut, or whether or not their local library provides literacy services.

The Books by Mail librarian and staff will choose appropriate ESL and high interest/low reading level materials, annotate them and prepare a mini-catalog in cooperation with the Literacy Volunteers of Connecticut staff. When the catalogs are produced, the Books by Mail librarian will introduce them and demonstrate the program at Literacy Volunteers of Connecticut workshops. Both Books by Mail and LVC will seek publicity to inform the community about the program. The catalogs will be distributed to Literacy Volunteer tutors throughout the state of Connecticut to use with their students. On request from these students, the Books by Mail staff will mail the materials to the students who will not only benefit from the use of the materials, but also from the experience of ordering them on their own. To update the catalogs and maintain the students' interest in the program, seasonal supplements to the catalog will be prepared. These supplements will be placed in outgoing orders of books. The outgoing orders could also include notice of job opportunities or other relevant information of benefit to Literacy Volunteer students and tutors.

The program will be evaluated through a questionnaire distributed to tutors and students. Individual interviewing will be done with selected tutors and students. This evaluation will be used to improve the program. Private sector funding to continue the project for an additional 2 years is being sought from the following companies: Aetna, CIGNA, Travellers, and B. Dalton.

CHILDREN - See also item 69.

12. MASSACHUSETTS 83 Fitchburg Public Library; Magic Apple; 5.209; $5,500 (FY 82 Carryover).

The goal of the project was to bring children with learning difficulties into the library in an attempt to aid them with their academic problems and to encourage them to become regular library users. A microcomputer and software programs in such areas as math and language development were purchased. Four agencies became involved - the YMCA, Cleghorn Neighborhood Center, Kuumba School and the Spanish Center. After a 3 hour training session for project staff and agency tutors, the tutorial work with the children was launched. The tutors worked at the computers with 1 to 4 children at a time once or twice weekly. Eighty children have now gone through tutorial programs. An unexpected by-product has been regular weekly visits of 40 children not in the project brought to the library by the agencies' teachers. Agencies have become more aware of what the library has to offer educationally and have begun bringing more children. These youngsters and the tutored children are now borrowing books and using other library materials in-house.

COALITIONS - See also item 136.

13. OKLAHOMA 82 Southwestern Library Association; Disadvantaged; I-5(a); $4071 (FY 81 Carryover).

A Literacy Clearinghouse project was awarded. This was a joint project of several States through the Southwest Library Association. There has been no report on the project.

CONSULTING SERVICES

14. CONNECTICUT 83 Connecticut State Library; Consulting Services; 2.F.

The public library consultants continue to do liaison work with statewide groups such as Literacy Volunteers.

15. MASSACHUSETTS 83 Massachusetts Board of Library Commissioners; (Administration, Strengthening the State Library Agency, Statewide Library Program Personnel); 1-3.

Among the goals of this project were the following: Develop literacy programs in public libraries in conjunction with Massachusetts Literacy Volunteers of America; provide consulting services in literacy programming; and conduct or facilitate workshops in literacy.

16. NEW YORK 82 Mid-Hudson Library System; Literacy Project Consultant; 82-0036; $15,903.

84 Mid-Hudson Library System; (Literacy Consultant); 84-0035.

This project with its emphasis on the position of a Literacy Consultant has greatly increased the outreach services of 25 member libraries. For most of these libraries, literacy programs would not be in place today if it were not for the encouragement, advise and help of the systems' literacy consultant. The need for community programs to combat illiteracy is even greater today as Federal programs, such as CETA, which did much in this field, are being cut back.

17. RHODE ISLAND 82 Rhode Island Department of State Library Services; Statewide Library Network - Grants to Regional Library Centers; I Part 2-B.

Areas of major consulting activity with local libraries included literacy.

COPING SKILLS - See also items: 27; 58; and 75.

18. FLORIDA 82 Northwest Regional Library System; Library Service to the Economically Disadvantaged; 7-I.

The goal of the project was to purchase coping skills materials and plan radio scripts. Three coping skills collections of 200 books per collection were provided.

19. OHIO 84 Marion Public Library; Do-It-Yourself; I-15-K-84.

The Marion Public Library planned to provide "how-to-do-it-yourself" and other self-help information for the disadvantaged including the functionally illiterate population. Information was to be provided in home improvement, health education, personal and career skills development, home economics, and consumer skills education. Materials were to include books, pamphlets, video cassettes, audio cassettes, and filmstrips. Free public workshops and bibliographies were also planned on these subjects.

20. TEXAS 82 San Antonio Public Library; System Operation - San Antonio Major Resource System; 3(j).

The San Antonio Major Resource Center library delivered important survival materials to disadvantaged persons. Books, films, magazines, and pamphlets with easy reading levels were supplied to help the low income person cope with everyday life. Materials on consumer problems, health difficulties, child rearing, career choice, and auto repair were among items marketed to disadvantaged persons.

ENGLISH AS A SECOND LANGUAGE INSTRUCTION - See also items: 5; 111; 150; 151; 156; 157; 160; and 164.

21. DELAWARE 82 Sussex County, Milton; Spanish Collection; 8201-11; $4,862.

The Hispanic community was served by furnishing Spanish language materials and Engligh-as-a-second language assistance. Planning involved representatives from State and Community agencies and businesses. Book orders and magazine subscriptions were initiated. A school district adult education instructor brought her English classes to the library. Publicity has been by word of mouth. Community response, including business leaders, has been favorable and the project will be continued with local funds. Future plans include film showings and other programs in Spanish.

22. FLORIDA 84 Monroe County Public Library; Service to Bilingual Clientele; 9; $10,700 (FY 83 Carryover).

The goal of the project is to implement a program to train volunteer tutors as teachers of English as a Second Language. Tutors will be matched with persons needing instruction.

23. NEW JERSEY 82 Bergenfield Public Library; Lets Talk; 2-B; $11,497 (FY 81 Carryover).

This project has successfully tutored 300 non-English speaking persons in the past 3 years. The project provides one to one tutoring. At any given time 60 students and tutors are working together. Some tutors work with two students, often from the same family. A strong collection of ESL materials has been developed

and the Library refers students who "graduate" from this program to the local Adult Education Program. During this final funding year, library staff were trained to manage volunteers.

24. NEW JERSEY 83 Old Bridge Public Library; Libraries of South Middlesex (ESL) Literacy Project; 2-C; $37,054.

84 Old Bridge Public Library (ESL Literacy Improvement and Services and Materials for Libraries of Middlesex); 2; $32,000 (FY 83 Carryover).

84 Old Bridge Public Library (ESL Literacy Improvement and Services and Materials for Libraries of Middlesex); 2; $30,000.

The Old Bridge Public Library successfully administered a Basic Reading Literacy project for 14 libraries of South Middlesex for 3 years. Their experience with that project revealed a need for a county-wide English as a Second Language project. Fifty tutors were trained and matched with fifty students from among the foreign born. Cooperative relationships were established among Literacy Volunteers of South Middlesex, the administrative staffs of social service agencies and the parent/child service agencies. This project serves libraries in 20 communities.

25. NEW JERSEY 84 Newark Public Library; (Basic Reading and ESL Literacy); 2; $50,000 (FY 83 Carryover).

84 Newark Public Library; (Basic Reading and ESL Literacy); 2; $50,000.

The goal of the project is to establish a basic reading and English as a second language literacy project in the Newark area.

26. PUERTO RICO 82 Department of Education - Adult and Community Area - Public Library Services; Public Libraries in the Municipalities - Statewide Program; 82-1.

84 Department of Education - Adult and Community Area - Public Library Services; Public Libraries in the Municipalities - Statewide Program; 84-1.

A new public library was opened in Utado. A depository collection of English and Adult Education was provided. A televised program "Studying by Distance" was provided to help people studying for the High School Equivalency Program. A laboratory for teaching English as a second language was established. Six public libraries held tutoring sessions in conversational English for 1285 persons. The literacy objective for FY 84 was to organize deposit collections of adult educational materials and tutoring sessions for adult education.

27. TEXAS 82 Dallas Public Library; System Operation - Northeast Texas Library System; 3(e).

System member libraries with a high concentration of Spanish speaking patrons offer courses in English as a Second Language and Adult Basic Education. $1,400 in State funds was used to purchase 12 coping skills tapes. These were publicized and circulated to 9,216 patrons.

28. TEXAS 82 Fort Worth Public Library; System Operation - North Texas Library System; 3(g).

Persons with limited English speaking ability and low income were provided with courses in English as a Second Language and Adult Basic Education.

29. WASHINGTON 82 Neill Public Library and Whitman County; "Welcome" --English as a Second Language Program; 81-02-16; $11,920.

The purpose of the project was to develop information on local resources for English-as-a-Second-Language training in Whitman County. The primary target group was the Washington State University community of foreign students, faculty and their dependents. Three workshops attended by 65 teachers and tutors covered the theory and practice of language teaching, and teaching English as a second language to beginners. Four tutoring classes were organized. A successful off-shoot of the grant was the International Traveling Show, a summer reading club for children. Children of University-affiliated foreign persons dressed in native costumes and presented skits in their native languages at both libraries. They also demonstrated a short language learning exercise to involve the children. The ESL Learning Center at Neill has 2,000 items including books, tapes, visuals, and publishers catalogs, and a tape recorder with listening capability for up to 6. Problems arose over the purchase, cataloging and processing of the materials. Because almost all ESL materials are specialty items which must be ordered directly from the publishers, rather than through a jobber, the customary county ordering procedures could not be used. The library's cataloging and processing routines had to be adapted. Publicity was through brochures, bookmarks, 15 newspaper articles, the University New Student Booklet, the Pullman Directory of public services, and personal contacts with the ethnic communities and local churches. The project has created a greater awareness of the problems and rewards of having foreign-born persons in the community. Various agencies which deal with foreign-born residents now turn to the Library to get help for their clients. Newcomers to the U.S. feel more comfortable in the library as they find materials which fill their needs. For the future, Neill Library's new Community Services Librarian will continue to provide service to fill ESL needs. Future possibilities include classes in the library, an ongoing organization of ESL teachers and tutors, and use of ESL materials for high-interest, low-vocabulary reading by other residents of the County. The ESL grant could serve a a model for future cooperative projects between these two libraries.

ENGLISH AS A SECOND LANGUAGE MATERIALS

30. DELAWARE 82 The Wilmington Institute; La Biblioteca Del Pueblo; 8201-5; $6,000.

Library materials were provided for elementary through high-school bi-lingual students who needed easy readers, fiction and non-fiction materials to improve their level of literacy and their comprehension of subjects taught in school. This project reached children recently arrived from their country of origin who depended almost entirely on materials written in Spanish while they were learning English, as well as bilingual children with Spanish or English dominance who needed reinforcement. Materials were also purchased for vocational and community college students whose courses were in English, but whose understanding of English was limited.

31. GUAM 82 Nieves M. Flores Memorial Library; Strengthening the State Library Administration Agency (Statewide Library Programs); 2.

84 Nieves M. Flores Memorial Library; Strengthening the State Library Administration Agency (Statewide Library Programs); 2.

The Annual Program for FY 82 and 84 noted that tapes and records in English would be purchased for those with limited English-speaking ability or reading problems. The Annual Report noted that basic English records and cassettes have a reserve list of about ten people throughout the year.

32. MASSACHUSETTS 82 Samuel S. Pollard Memorial Library, Lowell; Services to Indo-Chinese Newcomers; 5.211 (FY 81 Carryover).

The library provided bilingual and controlled vocabulary materials to Indo-Chinese newcomers.

33. MASSACHUSETTS 83 Springfield City Library; Project Reach: Reading Education Activity for Hispanics; 5.212; $14,301 (FY 82 Carryover).

Through the Brightwood Branch Library, Project Reach provided Springfield's Hispanic adults with access to English as a Second Language instructional materials, as well as information on careers and life skills. Materials and equipment were purchased, staff workshops conducted, and publicity (including a dedication ceremony) were completed by 11/1/84.

34. NORTH CAROLINA 82 State Library; Statewide Library Program - Bilingual - Foreign Language Center; 12.

In 1981-1982 the Center improved its collection of tapes for learning other languages, particularly English as a spoken and second language. Circulation of language learning materials is very active.

EXHIBITS AND PUBLICITY - See also item 18.

35. NEW JERSEY 83 Bergenfield Free Public Library; Basic Reading - Literacy Awareness; 2-A; $15,239.

For the past three years the library has conducted a highly successful English as a Second Language project. The library mounted a county-wide awareness campaign to emphasize the need for literacy improvement, focusing on 52 libraries in the Bergenfield County Cooperative Libraries System. Staff also maintains cooperative/referral relationships with the Adult Education centers in the County.

36. OKLAHOMA 83 Oklahoma Department of Libraries; Statewide Services; VIII-4-d-8.

To focus the public's attention on a statewide problem (the problem of the functional illiterate coping in a reading and word oriented society and the library's place in solving that problem), an exhibit was developed. The exhibit is titled: "Oklahoma...Do you Read me? It is a large, multi-level, free-standing, modular display. It is constructed with wooden dowels, cubes and foam core posters in panels which can be assembled by one person in a variety of configurations, depending on time and space allotments. The exhibit was tested in a local public library prior to making it generally available. It has made two month-long appearances in public libraries, at a state conference, and at ODL. The exhibit served 6,622 persons, 11% of whom were Indian and 15% Black. Bookings are scheduled monthly with priority for public libraries and secondly to conference planners. An accompanying manual and background guide on the problem of functional illiteracy is sent two or three months in advance of the exhibit to libraries in order to allow them time to set up literacy awareness meetings, publicity, and conjunctive book displays.

The present national attention given to the problem of functional illiteracy has spurred ODL to devote additional Federal funds to organize 10 literacy councils and circulating book displays in the next fiscal year. Prior to each establishment of a local literacy council the "Oklahoma...Do You Read Me?" display will be sent as a public awareness measure.

FAMILY LITERACY

37. HAWAII 82 Department of Education, Office of Library Services; Kalihi-Palama Family Program; 82-9a; $34,258.

Materials were purchased with emphasis on easy-to-read texts. The collection is becoming an island-wide resource on easy-to-read information and English-as-a-Second Language guidance. Meetings were held with 69 community groups, with more than 3,000 persons

attending. The list of materials for people learning English or those tutoring immigrants was distributed to agencies concerned with helping immigrants, and to all adult community schools in the State.

38. MASSACHUSETTS 83 Framingham Public Library; Early Literacy Project; 5.210; $3,831 (FY 82 Carryover).

An attractive Early Literacy Center was set up within the children's room, well-stocked with carefully selected picture books, records, filmstrips, cassettes, AV equipment for viewing and listening, and educational games, puzzles and other materials. The Center included a small collection of references for parents. A knowledgable parent advisory committee met monthly to contribute ideas about the kinds of programming that would be beneficial to parents trying to assist in the development of their children's reading and writing skills. Among the first of the programs was one featuring a children's literature specialist from Framingham State College. Publicity for the project was excellent. Bright, colorful flyers, booklists, and a brochure about the Center were produced in-house and widely distributed. Publicity materials were mailed to 55 area agencies, schools, libraries, day care centers, etc. In addition to newspaper articles, the staff arranged coverage by local cable TV and appeared on 2 radio talk shows. To date, the project has received a large number of inquiries and enthusiastic response from parents and teachers in the community.

GED

39. ARKANSAS 82 Library Development District III; Educational Testing Collection; 3c.

Materials were acquired by four libraries to aid unemployed and low income patrons in preparing for educational and occupational testing, e.g. high school equivalency exams, civil service tests, etc. The master collection of 757 test guides and manuals purchased with the subgrant are housed in a centralized location, the Faulkner-Van Buren Regional Library and will be loaned out to the other libraries as requested.

40. FLORIDA 82 West Florida Regional Library System; Service to the Economically Disadvantaged; 7-M.

After a request by a local G.E.D. teacher for more adult education books, a large number of materials was purchased for Pensacola Public Library by the Outreach Department to assure easier access to these popular materials. As with most public libraries, G.E.D. materials are always in demand and are rarely found on the shelf. Visits to local high schools to publicize the materials can now begin.

41. GEORGIA 82 Chatham-Effingham-Liberty Regional Library, Savannah; No title provided.

One of the goals of the project was to enhance the collection by purchasing GED and CLEP materials.

42. TEXAS 83 Wise County Federated Library System; Public Library Establishment and Reorganization, Austin; 2(d) (FY 82 Carryover).

The problem of the under-educated adult is severe in Wise County. The Director of the Cooke County Adult Education Co-op visited with the County Coordinator to see if there was some way WCFLS could secure more students for the ABE/GED program. As a result the County Coordinator taught GED classes. Each library, except Decatur, has GED materials for check-out.

Students have not only been working toward graduation from high school, but have been learning that public libraries have materials that can help them in their daily lives. One example, is a 49 year old man who was a functional illiterate when classes began. Though he received Social Security disability, the recession frightened him and he became concerned for his future. He knew he could not get a job if he could neither read nor write so he began classes in January. He plans to start a lawnmower repair business.

Betty is a 29 year old woman who dropped out of high school at seventeen to marry and raise a family. Her community work brought her in touch with the Wise County Federated Library System Coordinator. When she heard that the County Coordinator was teaching GED classes, she called and confessed her lack of a high school diploma. She was greatly embarrassed and did not want people in Decatur to know that she was not a high school graduate. She began attending classes around Thanksgiving. Additional study materials (ARCO, etc.) were secured. Betty had a dream; she wanted to attend college. No one in her family had ever gone, but if she could get a GED--and do well--she was willing to commit for the long haul.

DeeDee is 22 years old, divorced, lives with her parents and is the mother of a very bright 5 year old. She married at 15 and dropped out of school (she had been to eleven schools). She has worked off and on as a waitress. When she began GED classes in September, all of her GEPI scores were below 35. She has never held a job longer than three months. DeeDee has low self-esteem, but wants a GED to set an example for her child. No one in DeeDee's family has ever gone beyond the eighth grade. Her negative mind set interferred with her ability to learn. The Coordinator started bringing books to class on positive thinking. DeeDee's first reaction was that she couldn't understand what the books said. Class time was spent on reading GED materials and library books. She began to understand what she was reading and asked for suggestions for books for her child. The child is very bright and knows all her letters and numbers. DeeDee reads to her each evening now, and takes her to storytime at Decatur Public Library every week.

HANDBOOKS - See items: 36; 151; and 166.

HIGH INTEREST/LOW VOCABULARY MATERIALS - See also items: 4; 10; 72; 76; 133; 137; 146; and 147.

43. ALABAMA 82 Cahaba Regional Library; Literacy Materials; VIII.

The Literacy Materials project provided for the purchase of book materials as well as equipment to serve the needs of illiterate Chilton County residents, a rural area. Cahaba Regional Library consulted with several local adult basic education authorities concerning the purchase of literacy materials and equipment under the grant. The library worked closely with the local adult basic education department in the Chilton County Area Vocational Technical School to insure the most effective use of literacy materials and equipment. The vocational school provided a TV monitor.

44. ALABAMA 82 Baldwin County Library; Foley Transitional Home; VIII.

This innovative rural project was a cooperative effort between the Baldwin County Library System and the Baldwin County Mental Health Center Transitional Home in Foley, a residential home for the educable chronically emotionally handicapped. Books of easy readability and audiovisual materials designed to assist the Home's clients in coping with day-to-day living were selected and placed in the Foley Public Library and the Foley Transitional Home. Individualized learning programs were conducted at the Transitional Home, utilizing the books and audiovisual materials.

45. ARIZONA 82 Tucson Public Library; Old Pasqua Library Services; 82-I-III-b3.

Among other activities high/low books and literacy guides were purchased.

46. ARKANSAS 82 Strengthening the State Library System Through Improved Collection Development for Decision Making; 3a.

A goal of the annual program was to strengthen the agency as a resource center for public libraries by developing an examination collection which emphasized the best materials available for programs related to literacy. The Selection Center serves as a resource center for librarians, students, teachers, and parents.

47. FLORIDA 82 Miccosukee Community Library; Service to Indians; 8-A.

High interest/low reading level books were purchased.

48. GEORGIA 82 Kinchafoonee Regional Library, Dawson; No title provided.

Adult basic education classes were provided with appropriate materials

49. LOUISIANA 82 Office of the State Library, Baton Rouge; User Services; 1; $50,187 (app).

84 Office of the State Library, Baton Rouge; User Services; 1.

Louisiana has the unfortunate distinction of having the highest illiteracy rate in the U.S.

The State library continues to make efforts to provide materials and services through the parish libraries from a central location in Baton Rouge rather than through individual grant programs. To serve the most widespread and diffuse populations throughout the State, the State library has built a growing collection of specialized items available for interlibrary loan and deposit. The Reference staff has selected and acquired programmed texts in areas such as mathematics, grammar, computer basics, business skills, examination guides, job finding skills and others. The Reference staff has selected books on basic subjects, GED and CLEP study guides, employment and life skills, and books for reading improvement for those in institutions, but these materials can assist anyone desiring to improve the quality of his life.

Acquisition goals for the User Services project in 1982 included: selection of...11,000 books of general interest. The project added foreign language books, high interest/low difficulty books, large-type books, skill-building and civil service books, school entrance examination guides, and GED test guides. Items of this nature comprised about 12% of all items added by this project.

In 1984 the objective for the project was to purchase 200 books for the high-low collection and publish lists of these for use by the public library community for work with poor readers. Another objective was to select 500 books in self-teaching areas and to publicize these materials through lists and cooperative efforts with Library Development and public libraries, etc.

50. MARYLAND 82 Anne Arundel County Public Library; Literacy Resources Collection; 1-B; $7,000.

83 Annapolis and Anne Arundel County Public Library; A B L E; 1-B; $5,000.

In 1982, 576 students, tutors and teachers with literacy programs in Anne Arundel County used the materials provided through ABLE (Adult Basic Education/Literacy and Learning). In addition literacy information requests increased from 56 to over 350 per month. In 1983 ABLE was directed at a target population of 1,300 adult new

readers enrolled in Adult Basic Education classes or working with a tutor in the Anne Arundel Literacy Council program. Publicity efforts spotlighted the availability of materials and programs, and highlighted the problems of functionally illiterate adults in our society.

51. MARYLAND 82 Baltimore City; Literacy Resource Center; 1-B.

The Literacy Resource Center is a complete resource center for the reading tutor. The materials in the Literacy Resource Center are designed especially for use by tutors with adults whose skills are below fourth grade level. Materials include high interest/low level reading; phonics, grammar, basic math, English as a second language, survival and coping skills. Many materials are in workbook format, with answer keys and teacher guides provided. Advice on teaching techniques and motivation are also provided.

52. MASSACHUSETTS 82 Leominister Public Library; Career Information Center; 5.210 (FY 81 Carryover).

The Library developed a career information center specifically geared to students, Spanish and loatian residents, women, senior citizens, and unemployed adults. In addition to career related materials, the center provided English as a second language materials, high school equivalency program materials, adult basic education, and literacy materials.

53. MICHIGAN 82 Michigan Department of Education - State Library Services; Grants to Library Cooperatives and Public Libraries to Strengthen Library Services Throughout the State; 2a; $157.

Among types of projects Michigan recommended under their grants project were Adult Basic Education and Literacy programs. Burr Oak Township Library, a member of the Woodlands Library Cooperative purchased adult basic educational materials.

54. MISSISSIPPI 83 Mississippi Library Commission; Improvement of Library Services to Areas with Inadequate Services and for Services to Low Income Persons in Rural and Urban Areas: Program and Services Development; VI (FY 82 Carryover).

Additional high-interest, low-vocabulary titles were acquired to aid in the extension of services to the exceptional children of Holmes County.

55. MISSOURI 82 St. Louis Public Library; Service to the Aged and Disadvantaged; $1,000.

The project continued to provide easy-to-read materials for less able readers.

56. NEW YORK 84 Clinton-Essex Franklin Library (Literacy Volunteers Project); 84-0018; $2,500.

The goal of the project was for literacy volunteers to purchase materials and train tutors.

57. NORTH CAROLINA 82 North Carolina Department of Cultural Resources/ Division of State Library; Disadvantaged - Grants in Aid; 9.

83 North Carolina Department of Cultural Resources/ Division of State Library; Disadvantaged - Grants in Aid; 9.

The emphasis of the grants in aid project remained outreach/enrichment. In FY 82 special attention was given to purchasing high interest/low vocabulary materials in the following libraries: Central NC Regional Library, (materials targeted to young adults); Alexander County Library; Taylorsville; and Randolph Public Library. In Randolph Public Library a collection of materials for non-readers and illiterate adults was purchased with LSCA grant funds. The library has been actively involved in the formation of a local literacy council. The materials purchased have been used to support a program of one on one tutoring with volunteers and non-reading adults. In 1983 special attention was given to purchasing high interest/low vocabulary materials in the following libraries: Central NC Regional; Hyconeechee Regional; Southport-Brunswick County; Columbus County Public; Duplin County-Dorothy Wightman; Franklin County; Lee County; Madison County Public; Chapel Hill Public; Randolph County Public Library; Cleveland County Memorial Library; Catawba County; Caldwell County Public Library; and Alexander County Library.

58. OHIO 82 Mansfield-Richland County Public Library; Library Services to Developmentally Disabled and Functionally Illiterate Adults; I-16-A-82; $3,959.

83 Mansfield-Richland County Public Library; Library Services to Developmentally Disabled and Functionally Illiterate Adults; I-16-A-82; $5,526 (FY 82 Carryover).

Unable to fill requests for materials from area agencies working with developmentally disabled and functionally illiterate adults, the Mansfield-Richland County Public Library formed an advisory committee. The goal of the project was to extend library services to 350 developmentally disabled and functionally illiterate adults identified by area agencies. Activities included three in-depth staff awareness sessions for public service staff who worked directly with the target clientele. One hundred twenty-two high interest/low vocabulary books and 128 filmstrips were ordered and a catalog of these materials was prepared and distributed to group homes and area agencies working with target clientele, classroom teachers, users living independently, and the library.

59. OHIO 82 Washington County Public Library; Public Library "Project Outreach"; I-16-C-81.

Thirty-five adult slow learners were able to read the high interest low-vocabulary materials purchased by this project. Adult literacy classes were started at the three branches of Washington County Public Library. Nine volunteers are involved in the program, and 259 resource materials were purchased and are being used regularly. A Laubach Literacy Workshop was held for 10 volunteers.

60. PENNSYLVANIA 84 Beaver County Federated Library System; VII; $10,000.

The system will revise and update the literacy collections of all ten member libraries to meet the increased usage by adult literacy students.

61. PENNSYLVANIA 84 Pottsville Free Public Library; VII; $12,700.

To assist in the effort to combat illiteracy, the Pottsville library, as the district center for the County, will develop and place deposit collections of reading material selected specifically for the adult new reader in all libraries in the district and in the libraries at the county jail and nursing home.

62. SOUTH CAROLINA 82 Darlington County Library; Service to the Disadvantaged; III-D-14.

High interest/low vocabulary recreational materials were selected, ordered and made available in the libraries, on the bookmobile and at tutoring sites in Hartsville and Darlington. The project was announced in local newpapers. New tutors in the county were informed about the materials as part of their literacy training. Tutors and adult education teachers were informed about the materials through the Darlington County Literacy Newsletter. The project also provided meeting space for tutors to meet with students.

63. SOUTH CAROLINA 82 South Carolina State Library; Service to the Disadvantaged; III-D.

Three literacy projects were funded in FY 82. Working closely with other organizations which provided service to the illiterate, library systems used grants to purchase material designed to meet the needs of illiterate and semi-literate adults and to publicize the availability of these materials in the library and on deposit at agencies frequently used by illiterates. According to the latest census data, 12% of South Carolina's adults 25 years and over are functionally illiterate. This percentage is as high as 25% in some areas of the State.

64. SOUTH CAROLINA 83 Pickens Library; Library Development; IV.

Pickens Library used a portion of the grant to provide supplementary materials for local Laubach programs.

65. SOUTH CAROLINA 84 Calhoun County Public Library; Service to the Disadvantaged; III-D; $3,627.

The county has an illiteracy rate of 30.4%. Activities to be used to improve literacy services and to support the South Carolina Literacy Association's efforts include the review and purchasing of high level/low vocabulary materials suitable for those citizens who find reading difficult.

66. TENNESSEE 84 Tennessee State Library and Archives; Tennessee Regional Library System (General Library Service); 1-A.

The following libraries planned to purchase high interest low reading level materials: Forked Deer Regional Library Center; Nolichucky Regional Library; Reelfoot; and Chattanooga-Hamilton County Bicentennial Library.

67. TEXAS 83 San Antonio Public Library; System Operation - San Antonio Area Library System; 3(j).

84 San Antonio Public Library, System Operation - San Antonio Major Resource System; 3(j).

Persisting reports on high rates of illiteracy in the part of Texas served by the system led to the allocation of $60,000 for a campaign on literacy. For the project, 300 titles with over 6,000 copies were purchased. Three of the most popular titles are Becoming a U.S. Citizen, Learning Our Language, and Spelling Steps. $2,000 was spent on other skills materials such as Arco Series and various kinds of test preparations. Bazan Branch Library hosted two classes in reading development with 45 participants. An issue of the system's monthly newsletter included an article on the impact on society of illiteracy. In June 1983, the MRC Director appointed the Coordinator to a Literacy Committee formed of those agencies in the City of San Antonio involved in working with illiterates. The committee met twice and developed a working definition of the illiterate population towards which it would direct its actions. In August 1983 the United San Antonio Literacy Committee, a separate body, published a report The Status of Illiteracy in San Antonio which will have an impact on the Literacy Committee's future work. The San Antonio Public Library, which serves 73% of the total population of the system intends to promote use of its branches for classes for the illiterate.

One goal of the same project in the FY 84 Annual Program was to provide assistance for adult literacy programs in public libraries.

68. VIRGINIA 83 Augusta County Library; Adult Basic Education Books; 83-1; $128.

The library purchased reading materials for use by students enrolled at the Augusta County Adult Education Center; students and tutors of Literacy Volunteers of Augusta Area; classes of homemakers reentering the job market; and others whose reading level was not beyond the 6th grade level. The bibliography of the collection has been used by others starting ABE collections. Continued funding will be from the library's book budget.

HOMEWORK HELP

69. GEORGIA 82 Dekalb Library System, Decatur; (Tobie Grant Library Homework Center); $37,849.

This project offers alternative service to an area in which traditional services have not been effective. Upper elementary and high school students in this low-income Atlanta suburb can spend their afternoons at the neighborhood library doing their homework. In 1982 two librarians suggested that the Tobie Grant Library, which had been suffering from declining use, be used as a homework center for children in this low income area. The tiny library was renovated, new bookshelves installed and 800 new children's reference books purchased. An average of 65 students come each afternoon to the center for a quiet place to study and personalized tutorial help from professional staff. They type their reports on the Center's electric typewriter, view education programs on the audio-visual equipment and operate the Center's Apple II computer, (the same kind of computer used by Dekalb schools). School officials have provided copies of computer programs the children use in class. The library staff also has equipped the Apple with learning games.

INFORMATION AND REFERRAL - See also item 121.

70. MARYLAND 82 Prince George's County; CLIC for Illiterates; 1-B; $25,000.

83 Prince George's Memorial Library; CLIC - Literacy Project Year IV; 1-B; $17,142.

CLIC stands for (Coping - Literacy Information and Communication) for the functionally illiterate adult). Adult new readers require guidance to information and community resources, and materials for practicing reading. This project enabled adult new readers to identify and use information/community resources and improve basic reading skills. This was accomplished by providing an I & R service, appropriate materials and information resource packages. Six information/resources packages on the library, consumerism, health, family/interpersonal relations, and work are used as tools for providing and delivering useful information in a format with which the functionally illiterate adult can cope. A survey of expanding client need highlighted the third year of this project. More than 500 urban adults were served.

71. NORTH CAROLINA

82 Durham County Library; Project LIFT (Learning Information for Today); 8-G.

83 Durham County Library; Project LIFT (Learning Information for Today); 8.

Project LIFT functions as an educational brokering service, gathering information about adult education agencies and employment trends in the environs of Durham and making this available to clients. Durham County's statistics in support of the need for educational brokering are similar to those of many communities. Almost a third of the population over 25 years of age has no more than an eighth grade education. High school dropout rates are high. LIFT has a staff of two. In 1982 it held interviews with 1,434 clients. The initial client interview is typically a sit down conference with staff helping clients phrase questions and having them define their own educational and vocational goals before researching their options. Breakdowns on requests for information brought to LIFT through the interview process include: Literacy (requests from volunteers and students) - 65; Adult Basic Education, GED, Adult High School Diploma, English as a Second Language - 51; Tutoring (students and teachers) - 33. In addition LSCA funding has provided a collection of books for the adult new reader and a literacy workshop. Insights gained from the project include the following: "We found that the Durham Technical Institute's Adult Basic Education instructors were delighted to have volunteers working one-to-one within the ABE classes. This has worked well because volunteers then get the teacher's supervision and the students get the extra time and attention needed." "Any public library that is able, with or without LSCA funding, to establish an Information and referral service will find itself catapulted one step further into the role of helper, and perhaps one step further from the more traditional role of bibliographer. ... We can actually advertise ourselves as a caring profession". FY 83 funds were also spent on Project LIFT.

72. WISCONSIN

83 Arrowhead Library System; Microcomputers in Libraries; 84-50; $29,657.

83 Arrowhead Library System; Libraries in Literacy; 84-52; $19,773.

84 Arrowhead Library System; Libraries in Literacy; 84-52; $13,914.

The goals of the project were for the member libraries of the System to collect and provide information about literacy programs and resources and make referrals; to develop literacy collections for adult new learners and literacy program personnel in member libraries and the county jail; to develop individualized instruction programs for adult new learners by utilizing microcomputers and ABE software; and to serve as a liaison between various providers of literacy training. The project held a regional conference called

"Libraries and Literacy Conference." The conference featured speakers from throughout the United States. The emphasis was on the cooperative efforts needed to combat illiteracy. Available from the project are 2 handouts distributed at the conference. One is "Bibliographies of Adult Literacy Materials", a list of the most up-to-date guides to selection of materials for the adult new reader. The other handout is an outline, "Libraries and Literacy: A Continuum of Involvement", which lists the different ways libraries can fight illiteracy in our society.

INSTITUTIONS - See also item 109.

73. CALIFORNIA 82 Contra Costa County Library; Service to the County Detention Facility; I-172B.

LSCA funds provided for a start up collection of print and non-print materials for non-English speaking and low literacy level inmates.

74. COLORADO 82 Rifle Correctional Facility Library; Rifle Correctional Facility Library; 81-I-6.

In cooperation with the Adult Basic Education and GED programs, machines were purchased and software provided on topics such as careers, survival skills and remedial education.

75. CONNECTICUT 84 CCC-Bridgeport; Preparing for Reentry; I.5.A; $500 (FY 83 Carryover).

CCC-Bridgeport usually holds 600 inmates. The prison population tends to have a low literacy level with constant turnover, thus there is a need for relatively simple books aimed as self-help. The project objective is to build a special collection of books to be used by inmates in preparation for their re-entry into society. The collection will stress practical skills such as resume preparation and job hunting, how to handle a checkbook, sensible shopping, and diet. Another area of concentration will be psychological, (work attitude, understanding other socioeconomic groups, etc.).

76. CONNECTICUT 83 Fairfield Hills Hospital; Expanding Health Services; 5.B.17; $720.

The objectives of the project were to expand the Patient Library collection with materials designed for less literate adult readers and to develop programs to encourage use of the new materials. Approximately 150 books comprised the initial collection. The biggest problem was finding suitable materials. Not only are few published, but many are intended for class use and chapter quizzes, reviews, etc. Because they look like school books they are much less popular than books that look like "real" books. Fiction and nonfiction recreational reading are most popular. Material on basic skills is less popular. The collection was called "Quick

Reading" so as to minimize as much as possible any stigma attached to low reading skills. Comic books are used to draw people to the section. The library Newsletter publicizes the collection and the newspaper, News for You, an adult low vocabulary publication, is used in a weekly current events group.

77. FLORIDA 82 Sumter Correctional Institution; (Library materials); 15-R; $6,804.

High/low vocabulary and basic learning skills materials were purchased.

78. GUAM 84 Nieves M. Flores Memorial Library; Institutional Libraries; 3.

The Juvenile Justice Hall is a correctional institution with a monthly population of approximately 30 young people. Materials for Juvenile Justice Hall will consist of a basic collection to supplement school needs and high-interest/low reading materials.

79. HAWAII 84 Department of Education, Office of Library Services; State Institutional Library Services; 84-1.

An objective for the Meiric Dutton Learning Center in Honolulu is to continue to expand the scope of students' reading interests through a larger collection of high interest/low vocabulary materials in a variety of subject areas. An objective for the Maui Live-In Center in Wailuku, Maui is to continue providing the residents with materials such as high interest/low vocabulary materials.

80. LOUISIANA 82 Office of the State Library, Baton Rouge; Institutions, 7.

Among the purposes listed for grants to institutional libraries was purchase of high/low books and A-V materials for literacy programs.

81. MARYLAND 83 Maryland State Department of Education, Office of Correctional Education; Institutions (ABLE/CAVE); 1-C.

In addition to basic library support, LSCA funds were used to initiate specific job (CAVE) and literacy (ABLE) efforts within eight correctional facilities. The ABLE project has brought a massive influx of high/low reading materials to a population with an increasingly younger and less well-educated population.

82. MARYLAND 83 Maryland State Department of Education, Division of Library Development and Services; Institutions (Springfield); 1-C; $6,550.

Thirty-six adult clients pursued reading skills and the high school equivalency program through this special project. This is the first patient library program to incorporate the provision of adult

basic education in its services. The ego needs of clients leaving this environment are great. This program just begins to touch the surface of the need.

83. MASSACHUSETTS 82 Massachusetts Board of Library Commissioners; Institutional Library Services; 9.

As part of an institutional services survey institutions expressed a need for the acquisition of high interest/low reading level materials. Supportive activities and resources are needed for deinstitutionalization, including pre-employment training, how to develop interpersonal relationships, basic living skills, and career training materials for non-reading adults.

84. MONTANA 83 Montana State Library Commission; Institutional Library Service at Warm Springs State Hospital; 3-02.

Among materials provided were high interest/low vocabulary items.

85. NEW JERSEY 84 Highfields Residential Center - Hopewell; High Interest Low Reading Materials for Young Adults; 5; $1,653 (FY 83 Carryover).

84 Highfields Residential Center - Hopewell; High Interest Low Reading Materials for Young Adults; 5; $3,599.

The goal of the project was to provide high interest low reading materials for young adults.

86. NEW JERSEY 84 Juvenile Medium Facility, Bordentown; High Interest Low Reading Materials for Young Adults; 5; $4,000 (FY 83 Carryover).

84 Juvenile Medium Facility, Bordentown; High Interest Low Reading Materials for Young Adults; 5; $8,000.

The goal of the project was to provide high interest/low reading materials for young adults.

87. NEW MEXICO 82 New Mexico State Library; Institutions Project; 5.

Among other activities, funds were used for grants for living skills materials, high/low materials, and adult literacy materials.

88. OHIO 83 Dayton Mental Health Center; Library Improvements; I-6A-7-82 (FY 82 Carryover).

The aim of the project was to involve 50% of GED eligible forensic patients in the use of new library materials. At the close of the project 21 GED eligible patients had used the materials.

89. OHIO 83 Lebanon Correctional Institution; I-6A-I-83.

Lebanon Correctional Institution purchased GED preparation materials in Spanish. It was too soon to effectively evaluate results.

90. OHIO 83 Ohio Reformatory for Women; Library Improvement; I-6A-4-82 (FY 82 Carryover).

Ninety-one women participated in special programs including literacy tutoring.

91. OHIO 83 Training Institute, Central Ohio (TICO); Library Improvements; I-6A-5-82 (FY 82 Carryover).

Thirty-four GED video tapes were added to the TICO library collection. Tapes were used to implement a program to prepare youth who would be beyond school age when released to take the GED examination. While materials were not utilized during the project year, the groundwork was laid for full program implementation in the future.

92. OHIO 83 Western Reserve Psychiatric Habilitation Center; Library Improvements; I-6A-3-82 (FY 82 Carryover).

Systems 80 machines, to permit individuals to pursue basic skills, were purchased.

93. OHIO 84 Department of Mental Health; Library Improvement Project.

CMHC has a computer literacy program for 20 residents which emphasizes current technology and upgrades reading and math skills.

Dayton MHC planned to purchase equipment to produce in-house video tapes. Staff planned to prepare short tapes (10-15 minutes) on topics such as math and writing.

Cambridge MHC planned to purchase an Apple IIe microcomputer to increase patient awareness of basic computer functions. Software was to include programs to improve reading, grammar and math.

94. OHIO 84 Department of Rehabilitation and Corrections; Library Improvement Project.

London Correctional Institution (LOCI) planned to provide supplemental materials and services to meet 90% of requests for life skills information. Twelve library selection councils were to be established to review book selections. Materials to be purchased included 100 high interest/low vocabulary books and 25 filmstrips to support LOCI's life skills programs.

HCF, serving a geriatric population, will continue to develop its new library by purchasing books including high/low materials and by providing information on daily living skills.

95. OREGON 84 Fairview Training Center, Salem; Fairview's Literacy Education Project; 84-7; $7,500.

Fairview Training Center is a state facility for the mentally handicapped. The goal was for 30 children or 10% of the residents to learn literacy skills. A library instruction program to teach reading, writing and spelling was to be established. Fairview Training Center proposed to develop an alternative to traditional special education methods using a combination of computer assisted instruction and computer-assisted video instruction. Evaluation was to consist of pre/post testing of participants with an average increase of .5 grade level per participant expected.

96. OREGON 84 Library Association of Portland; Career Books for Prisoners; 84-10; $2,600.

More GED material (including Spanish language) was needed so that inmates could train for and take the GED examination. The Multnomah County Detention Center teachers and counselors planned to record the number of inmates who took GED training and who subsequently passed the GED.

97. PUERTO RICO 82 Department of Education - Adult and Community Area - Program of Services; Institutional Library Services; 82-2.

Forty-five residents of Miramar Institution's Library received English as a second language tutoring. The sixteen correctional libraries emphasized direct individual tutoring. Two hundred sixty individuals obtained high school grades through individual library tutoring.

98. SOUTH CAROLINA 82 South Carolina State Library; (Institutions); IV-A.

Programs in libraries included literacy and adult basic education.

99. UTAH 84 State Library, Division of Community and Economic Development; Institutional Services; III.

The projected FY 84 goals for the State Youth Development Center included providing materials written on a low-reading, high interest level for students lacking reading skills.

100. VIRGINIA 84 Virginia State Library; Institutional Library Services; 84-5.

This is an ongoing program with the primary objective of helping institutional libraries to meet the American Correctional Association/ American Association standards. One objective of the project was the development of collections to include high interest/low vocabulary materials.

101. VERMONT 82 Vermont Department of Libraries; Institutional Library Services; 82-6.

83 Vermont Department of Libraries; Institutional Library Services; 83-4.

In FY 80 Department staff began actively supporting and supplementing literacy programs at two correctional facilities--Chittenden Correctional Facility and the St. Albans Correctional Facility. In FY 81 this support was extended to all six correctional facilities, was continued in FY 82 and FY 83, and is now an ongoing part of the rehabilitation program.

102. WISCONSIN 83 Northwest Wisconsin Library System; Library and Learning Resources for the Institutionalized; 83-32.

Adult Basic Education instructors and other teachers now use the new GED and vocational materials and other books to complement their curricula.

103. WISCONSIN 84 Department of Health and Social Services (Oakhill Correctional Institute); Literacy the Wave of the Future in Correctional Institution Libraries; $25,200.

The project planned to establish a Literacy Center in the Oakhill Correctional Institution Library for illiterate residents of all ages. Educational software was to be evaluated, purchased, and introduced to residents. Resident volunteers were to be trained as tutors. Another objective was to cooperate with University of Wisconsin researchers in the development of a statewide corrections literacy policy.

LITERACY COUNCILS

104. OKLAHOMA 84 Oklahoma Department of Libraries; Services to Disadvantaged Persons; V.

An estimated 600,000 illiterate persons need specially designed public library services. ODL has worked with other agencies to identify its role. Local libraries planned to develop volunteer tutor programs and increase awareness of the extent of functional illiteracy. Ten public libraries planned to start literacy councils and provide special collections.

LITERACY PROGRAMS - See also item 127.

105. FLORIDA 82 Broward County Division of Libraries; Service to the Economically Disadvantaged; 7-A.

Raising community awareness of the value of reading and of the individual and social cost of illiteracy in Broward County was an

important goal. A variety of methods were used to address illiteracy. A number of community organizations, including the Women's Black Political Caucus and National Alliance of Black Educators, attended multi-image show presentations about the social and individual effects of non-reading, and specific things one can do to derive more growth from reading and teach others to read. At Mount Olive Baptist Church a sermon on illiteracy was delivered. Presentations reached over 2,000 people in the community. Some groups have pledged tutors and funds for radio spots. Radio spots were changed biweekly and included national leaders such as Andrew Young and Tony Brown encouraging reading awareness. Laubach tutoring program staff trained community residents to teach other residents to read. One hundred adults are in formal programs designed to teach and improve reading skills. A four-hour literacy night on black heritage materials for young adults who needed vocabulary building, but who were above the Laubach reading level was provided monthly. Tutor workshops provided counseling for tutors and students encountering difficulties. A peer production workshop helped children learn to write their own books. Two hundred children were enrolled in a homework assistance program that included afternoon word games and help with homework. Equipment for reading laboratories was on site and was expected to be functional within three months. Books for tutors and new and limited readers were added to branches. These were selected from New Reader's Press, Social Issues Reading Series, and smaller vendors. The project was developing its own materials in the Peer Production Workshop and New Readers writing series.

106. FLORIDA

82 Jacksonville Public Library System; Adult Basic Education; 13-A; $104,000.

83 Jacksonville Public Library System; Adult Basic Education; 13-B; $66,650.

The Literacy Assistance Program coordinates its efforts to combat illiteracy through inter-agency participation. LAP hosts bi-monthly literacy workshops which bring together ten to twenty agencies to coordinate literacy development resources. These workshops serve as a line of communication between literacy organizations and government, social and civic groups. Clientele consists of adults age sixteen years and older no longer in the public school system, whose literacy competency is insufficient to solve the problems of everyday living. Services reach those found in halfway houses, senior citizen centers, job corps, residences for the retarded adult, adult education classes, the penal system, nutritional sites, and nursing homes. Types of programs include high-interest/ low level reading material circulation, consumer education, agency referrals, voter registration, voting machine demonstration, and income tax return assistance to the disadvantaged and illiterate. Through the LAP program, each branch library's low-level reading has been increased by about 30-40 books.

The 1983 Annual Report noted that services include providing groups of residents with high interest, low level materials. Other activities include reading readiness, enrichment, and motivation programs, workshops to train reading tutors, and referrals to assist patrons to locate additional educational and informational services. The Literacy Assistance Program recently instituted a Pen Pal relationship among its nursing home and shelter care patrons. Those that can write, write letters to their pen pal found in another facility. Those who are unable to write correspond by way of tape recorder. This activity has been quite successful and enjoyable.

107. INDIANA 82 Monroe County Public Library, Bloomington; Adult Literacy Continuation Project; $24,352.

A primary objective was annually to reach 60 functionally illiterate and educationally disadvantaged citizens on a one-to-one basis to learn reading and writing. LSCA funding supported a full time volunteer coordinator, part time assistant, manuals and other materials, equipment and supplies, and the acquisition of easy to read books and supplementary A-V materials. An annotated bibliography of the materials was produced and has been distributed widely. Four workshops were held during the year to train volunteer tutors. Fifty-one new tutors attended. Eighty-two volunteers tutored 90 learners, 28 of whom were English as a second language. In-service training programs were held quarterly for the tutors. VITAL Guidelines, for use by tutors were completed, and sent to interested persons and organizations. The VITAL Newsletter which uses learners' materials, circulates to 350 people. Cooperation between the VITAL program and the school system continues; the project coordinator attended the school system's adult education planning session. Cooperation with other agencies was strengthened by the formation of a Community Literacy Council. The project has been successful, meeting 90% of its specific objectives each year and all of its primary objectives. Monroe County Library has made the project a part of its regular library program and will continue its funding.

108. MARYLAND 82 Worcester County Library; Volunteer Adult Literacy Program; 1-B; $48,075.

83 Worcester County Library; Adult Literacy Volunteer Program; 1-B; $21,075.

There are more than 600 functionally illiterate adults living in Worcester County. In the first eight months of the project twenty-four volunteer tutors worked with 43 students. Some participation was short term, for the purpose of learning to write checks or get a drivers license. Other participants prepared for the GED. The library recruited and trained volunteer tutors, matched them with students, provided tutoring space and supplied educational materials. Referrals were accepted from County agencies including Worcester County Board of Education, which referred students whose skills were too low for ABE or GED classes.

109. NEW JERSEY 82 Old Bridge Public Library; Libraries of South Middlesex Literacy Project; 2-E; $33,000 (FY 81 Carryover).

82 Old Bridge Public Library; Libraries of South Middlesex Literacy Project; 2-D; $32,020.

Headquartered in Old Bridge Public Library and sponsored by the Libraries of South Middlesex, the program trains tutors, provides materials, and offers free tutorial services for anyone at or below fifth-grade reading level. Some tutoring is done in private homes. Although area schools have excellent adult basic education courses, most are too advanced for illiterates and sometimes surface unhappy memories of past school failures. In this program, there is no pressure, and no specific length of study. Instruction stops when a student decides. The project has established a Board of Directors for continuing the project after LSCA funding stops. Referrals to literacy improvement programs in other parts of the State are provided.

A pilot program has been initiated in the Jamesburg Training School for Boys, a State correctional facility. Due to 1983 Federal budget cuts in Adult Basic Education, Jamesburg area adults reading below a fifth grade reading level were referred to Literacy Volunteers of South Middlesex.

110. NEW JERSEY 84 Gloucester County Library; (County-wide literacy program for adults); 2; $25,000 (FY 83 Carryover).

84 Gloucester County Library; (County-wide literacy program for adults); 2; $20,000.

The goal of the project was to support a county-wide literacy program for adults.

111. NEW YORK 82 Westchester Library System; Literacy/ESL; 82-0098; $20,605.

84 Westchester Library System; (Literacy and English as a Second Language Project); 84-0080; $18,397.

There are 20,499 adult illiterates in Westchester County. The goal of the project was to reduce adult illiteracy in Westchester County by encouraging, supporting and providing free library-based opportunities for adult functional illiterates to learn to read and for non-English speaking adults to learn conversational English. Tutoring is provided at times students are available--evenings, weekends, etc., and is provided at convenient locations. The project has a waiting list of 60 persons; low income students are given priority in tutor assignments. The concerned and close relationship that develops with tutors as a result of the one-to-one approach is very motivating, and students find themselves enjoying

learning for the first time. The four basic techniques of Literacy Volunteers (the language experience, sight words, phonics, and words in pattern) are used. Tutors are instructed in the use of these techniques and taught how to test students, plan lessons, set teaching goals and use motivational aids. English-speaking ability for each tutored student is evaluated using tests developed by the Literacy Volunteers. Westchester Library System (WLS) has developed a demonstration collection of a wide variety of recommended tutoring materials and is also developing self sustaining literacy volunteer affiliates. Barbara Bush (wife of Vice President George Bush) visited WLS in June 1982. The project has encountered the problem that many middle class women who for years have been the basis of volunteer pool, now use volunteer work as an interim step as they reenter the labor force or school. Therefore, the project must continually train new tutors and attempt to attract non-traditional volunteers.

112. NORTH CAROLINA

82 Rockingham County Public Library; Reading Education at the Library (REAL); 8-L; $34,519 (FY 81 Carryover).

83 Rockingham County Public Library; Reading Education at the Library (REAL); 8-j; $21,400.

Thirty-five per cent of the population, age 25 and older, have completed the seventh grade or less. A continuing need for programs for undereducated adults is indicated by the number of adult basic education classes formed. In 1981 a local furniture factory sent a questionnaire to 800 of its employees to determine interest in developing ABE/GED classes within the factory. More than 90 individuals responded that they were interested in participating after hours. In 1980, Rockingham County Public Library initiated the Adult Literacy Project. It is a one-to-one tutoring program in each of the 5 libraries in the system. Volunteers assist adults to learn to read or improve their low-level reading skills. Students and tutors have been recruited by newspaper, radio, television, and word of mouth as well as referral by local educational and service agencies. Students are interviewed and assessed upon entering the program and then matched with a tutor. In each "Adult Reading Center", students and tutors meet privately once a week for at least 2 hours. Weekly lessons are prepared by the project director, Rebecca Beal, who is also responsible for tutor training and support. A collection of approximately 650 books and materials has been developed. The project has developed a tutor training handbook, an annotated bibliography of its Adult New Reader collection, and distributes a quarterly newsletter.

The Project director visits each center once a week to assess the availibility of reading/instructional materials, and supplies them the following week. The Read On series from Literacy Volunteers of America has been the primary instructional tool. Supplemental series from Steck-Vaughn have also been helpful for students at the lowest range of Read On. Interesting materials for the first and second grades continues to be the greatest publishing need.

Volunteer tutors come from occupations as varied as homemaker, teacher, librarian, textile worker, secretary, social worker, artist, and welder. Each tutor participates in a seven-hour workshop prior to being matched with a student. The workshop focuses on the problem of illiteracy, needs of the adult non-reader, methods used in teaching reading to adults, use of the Adult New Reader collection, and how to conduct a tutorial session using an individualized lesson plan.

Timing is very important. Upon initial contact of an adult illiterate, a meeting is arranged for the student and project director. Efforts have been made to keep a cadre of trained available tutors in each of the 5 libraries so that students will not have to wait for a tutor to be trained. The project found sixty students and 60 tutors an optimum number for the Project Director to be able to provide the professional expertise and support required.

The potential for using volunteers in ways other than tutoring was explored. Students identified the need for transportation and child care. Also volunteers could make tapes of stories and develop the quarterly newsletter.

113. OHIO 82 Fairfield County District Library; Project Hermes; I-16-B-81.

Forty volunteers were trained as Laubach tutors at 3 literacy workshops. These volunteers trained functionally illiterate adults at the library. Active students numbered 15. The program cooperated with the Literacy Council of Fairfield County and the Adult Basic Education program.

114. OHIO 83 Lorain Public Library; Project LITE; I-15-D-82; I-15-T-83.

25.3% of Lorain area adults have had 8 or fewer years of school. Project Lite was aimed at area adults with less than a fifth grade reading level. Laubach materials were used to help functionally illiterate persons attain their own goals, such as the ability to read the directions on a bottle of medicine or attending Adult Basic Education or GED classes. The project hired a reading specialist and a field worker, part-time.

In 1982, 108 tutors were recruited, trained and matched with 100 students. Because outside tutor-trainers proved costly, tutor-training is done by the Reading Specialist. Project LITE attracts a wide variety of people. Some of their stories are sad; most touching. One woman's husband said that he would leave her if she didn't learn to read. Another man was told to sign up for the program or he would lose his job.

Lorain Public Library in FY 83 planned to continue its literacy program. The library hoped to recruit and train 100 additional tutors and students. A writer's group was to be formed to produce four booklets of supplementary reading materials for students in the first and second skill books.

115. OHIO 83 Washington County Public Library; Libraries in the Forefront of Education (LIFE); I-15-Y-82 (FY 82 Carryover).

A total of 29 people were recruited and trained in LVA methods to teach adult new readers and adults functioning on less than an eighth-grade reading level. Of the 29 people trained, 18 went on to become volunteer tutors. A total of 21 individuals were tutored during the course of the project. Training materials for volunteer tutors and high interest/low reading level materials for students were purchased. During this project, the local Adult Basic Education Director served as the project's Volunteer Coordinator, and an organization known as the Literacy Volunteers of Mid-Ohio Valley, Washington County was established. During Ohio Right to Read Week, one imaginative publicity approach was that Big Bear supermarket in Marietta distributed 4,000 grocery bags with the following message "Some adults can only guess what is printed here. You can read it. Help someone who can't read learn how to stop guessing".

The Volunteer coordinator made the following comment "it's one thing to meet it in statistics and another thing to meet the person who proves the statistics. Most non-readers are shy and don't want to be known. The first few times Mr. S. came to the learning center, we worked together in my office. When people came into the office, he turned his body to the wall. He didn't want anyone to see him there. He used to come in the back door. Now he comes in the front and says 'Hi' to everyone. One day when another learner was complaining about some math, he told her, 'I'll do the math for you if you will do the reading and spelling for me'. He's come a long way from someone who didn't want anyone to know he couldn't read."

116. SOUTH CAROLINA 84 Abbeville-Greenwood Regional Library: Service to the Disadvantaged; III-D; $12,457.

Current statistics indicate that 10.3% of Greenwood County and 12.8% of Abbeville County are illiterate. In order to develop job skills and to complete employment applications, an individual must be able to read and write. These needs are basic in improving a person's economic situation and quality of life. The project was designed to identify residents who read with difficulty, or not at all and help them improve their skills. Planned activities included: Workshops conducted by the literacy coordinator to train volunteer tutors in the Laubach method of teaching reading and make them aware of library resources; Purchasing Laubach basic packets for use by tutors and students; Enrolling students and scheduling private tutoring sessions at the county libraries; Purchasing additional materials (including survival skills material for those with improved reading skills); and Publicizing the project via newspaper and radio releases, featuring the project in the Literacy Newsletter, and placing posters designed to recruit tutors and students in high traffic areas (shopping malls, grocery stores, churches).

117. SOUTH CAROLINA 84 McCormick County Library; Service to the Disadvantaged; III-D; $2,788.

Current statistics indicate that 17% of the population is illiterate. The objectives of the project were to cooperate with the Literacy Council by providing needed literacy materials; (500 items) and 2 workshops for volunteer tutors, enrolling 50 students, and encouraging use of library resources by the newly literate and tutors.

MISCELLANEOUS

118. ARKANSAS 82 Library Development District V; Large Print Materials; 3c.

This project emphasized the use of large print books to extend services to slow readers.

119. ILLINOIS 83 Illinois State Library; Unserved (Special Clienteles); VII (FY 82 Carryover).

The Annual Report referenced a bi-lingual multimedia literacy project for Back of the Yards Community (Chicago).

120. MARYLAND 83 Maryland State Department of Education, Division of Library Development and Services; Inadequately Served; 1-A.

The project served 23 counties and Baltimore City. One objective was to improve services to the inadequately served by targeting literacy.

121. MARYLAND 84 Maryland State Department of Education; Special Populations; 1-B.

Maryland's metropolitan and rural areas continue to draw increasing numbers of persons for whom English as a Second Language training is needed. 1980 Census figures indicate that 198,726 people 18 and over speak English not well or not at all. In 1983 there were 73 ESOL classes offered. Howard County maintains a foreign language hotline which attempts to help foreign language speaking individuals locate services.

Objectives, strategies, and recommended actions included the following: By 1986, Maryland residents in 24 counties will be able to locate a local literacy/ESOL program through their local public library and residents in 10 counties will be able to obtain appropriate literacy/ESOL support materials from their local public library; Public libraries should provide services such as information and referral, sponsoring literacy/ESOL classes, or training librarians as tutors; Four public library systems will serve 3,000 clients who are undereducated, uneducated, or illiterate and 50%

of this target group will improve their reading skill by one grade level; A mass publicity campaign will be undertaken to promote literacy services and efforts will be continued to coordinate statewide and regional services.

122. NEW YORK 82 (18 systems); Adult learner/Job Information Centers.

Eighteen systems received LSCA Title I grants (totaling $600,000). Service was provided to 352,735 clients of Adult Learner/Job Information Centers. A number of the centers had a literacy component.

123. NEW YORK 82 North Country Library System; Adult Independent Learner; 83-0057.

84 North Country Library; (Adult Learning Program); 84-0050.

Contacts so far have been made with local chapters of Literacy Volunteers, area schools offering high school equivalency programs, Empire State College and the Regents External Degree Program in an effort to identify the information needs.

124. NEW YORK 84 Onondaga County Public Library; (Literacy Project); 84-0526; $14,400.

No narrative available.

125. SOUTH CAROLINA 82 Library Development; IV.

Libraries reported on a large number of agencies, institutions, or special groups outside the library which were of assistance to them in carrying out their Library Development Projects. These included literacy councils and adult education offices.

126. SOUTH CAROLINA 84 Horry County Memorial Library; Service to the Disadvantaged; III-D-21.

An objective of the project was to plan, develop, and implement programs to combat illiteracy. Horry County Literacy Council, on which the community coordinator serves, planned to provide tutoring services.

127. SOUTH CAROLINA 84 Service to the Disadvantaged; III-D-21.

The following libraries developed literacy programs: Anderson County Library; Cherokee County Public Library; Chester County Library; Dillon County Library; Fairfield County Library; Florence County Library; Union Carnegie; and York County Library.

SPACE FOR TUTORING

128. NEW YORK 82 Nassau Library System; Adult Independent Learner; 82-0045.

The project provided continued support to Literacy Volunteers of Long Island. Libraries were the site for training 160 students to read. Thirty students were able to enter another educational training program. More than 35 libraries provide space for tutoring.

STATEWIDE PROJECTS - See also items 11 and 104.

129. ALASKA 82 Alaska State Library; Adult Learning Programs of Alaska; 82-3-E; $10,000.

The FY 82 Annual Program included objectives such as coordinating initial public library services in six small communities that have literacy programs. Population targeted was 450 persons.

130. ARKANSAS 82 Arkansas State Library; Finding and developing new decision makers through outreach programs; 4a.

84 Arkansas State Library; Finding and developing new decision makers through outreach programs; 4a.

According to the 1980 Census, the median year of education attained in Arkansas is 10.5 years. The U.S. median is 12.5 years. By Arkansas Literacy Council's definition, 35% of the State's population is functionally illiterate. Literacy was one of the areas in which Arkansas issued subgrants in FY 82 and FY 84.

131 CALIFORNIA 84 California State Library; California Literacy Campaign; I-230B; $2,519,000 (FY 83 Carryover).

In California 2.5 million adults are functionally illiterate, 6 million adults lack a high school diploma, and 85% of the basic skills programs for adults in the State are directed toward teaching English as a Second Language. The State Library committed $2.5 million to the California Literacy Campaign, the largest LSCA award in the State's history. This provided local assistance grants from the State library to enable the public libraries and their communities to collaborate fully in this grass roots effort.

On November 8, 1983 California Governor George Deukmejian proclaimed his support for the California Literacy Campaign, initiated by the California State Library. Gary E. Strong, State Librarian noted that "Local communities need to know that State government endorses and acknowledges the importance of their efforts. "It is important to recognize that the California Literacy Campaign complements the efforts of formal education agencies and the volunteer sector who have for many years worked on this problem".

Mr. Strong believes that combatting adult illiteracy can best be accomplished at the community level. One goal in selecting the projects for funding was that projects be funded at a level that could ensure a significant effort toward increasing the number of literate adults, and the formation of a permanent local structure and statewide network that could be utilized to continue the service after the demonstration period. The State Library sponsored workshops on the design and implementation of literacy programs for those who wished to apply for the local assistance grants.

In December 1983, 27 LSCA awards were made to 27 public libraries in California who were chosen to be on the vanguard of the California Literacy Campaign. These public libraries planned to mobilize locally-developed community coalitions in over 100 communities in the State to introduce and expand literacy services to adults. A small army of volunteers was to be recruited and trained to conduct most of the actual tutoring. Mr. Strong noted that "students, and the resources of their colleges and universities are an obvious and energetic source of help as are our older citizens". In addition to the established methods of tutoring used by Laubach and Literacy Volunteers of America, grant recipients were considering a mix of methods: teaching reading through writing; having tutors and students create their own materials; establishing learning centers where adult learners can learn the basic skills that will help them be trained for jobs; and computer assisted and audiovisual methods.

Workshops were held in order to facilitate project start up. In 1983 Jonathan Kozol presented a California Library Association Conference program entitled "Literacy, How shall libraries and their communities help the adult illiterate" in which he described the California Literacy Campaign as the most significant blow against adult illiteracy in a generation. Two hundred staff and volunteers of literacy projects attended a California Literacy campaign staff workshop held in Oakland in February 1984. Topics covered were: coalition building, recruiting hard-to reach adult literacy students, developing literacy collections, managing volunteers and training tutors. In March and April staff attended public relations workshops.

By May 1984 projects were in the early developmental stage. Most had hired staff to coordinate their programs by February 1, 1984. All projects had developed working cooperative partnerships with other agencies in their local target communities, and many were providing intra-community referrals of adult learners to the most appropriate resource. Community support was being mobilized through public awareness programs and by acquiring information about literacy and materials for use by their respective communities.

Projects had begun to expand tutoring sites in communities to include libraries and other public facilities, churches, work sites, and community centers. Tutor training for adult learners has been arranged to train tutors in a variety of teaching methods. The Federal LSCA California Literacy Campaign closed September 30, 1984

and was given a statewide evaluation in the Program Effectiveness Review prepared by Martha A. Lane in September. (Copies of that Review are available on Interlibrary Loan from the California State Library.

Since July 1, 1984 the California Literacy Campaign has been part of the State California Library Services Act, and was funded for 1984-85 for $2,615,000 in local assistance, plus $212,000 for State operations. The Campaign is expected to continue and expand at at least this level in coming years. State Library Press Releases 1984-3 and 1984-4 describe the State program and the expansion of local assistance grants January 1, 1985 to 18 more public libraries.

132. CONNECTICUT 84 Connecticut State Library; Literacy Project, 8; $20,000 (FY 83 Carryover).

During FY 84 the State Library will grant $1,000 to Literacy Volunteers of Connecticut to hold literacy orientation sessions in each Cooperative Library Service Unit. Bibliographies and other selection aids were to be distributed to public librarians attending. In FY 85 Connecticut planned to award 18 grants for purchasing materials ($1,000 each) to public libraries whose towns have Literacy Volunteers of Connecticut affiliates.

133. FLORIDA 84 Department of State, Division of Library Services; Library Services to the Economically Disadvantaged; 7.

One goal of the project was to provide high interest/low vocabulary books and audio visual materials.

134. FI 84 Department of State, Division of Library Services; Adult Basic Education; 13; $620,898.

84 Department of State, Division of Library Services; Adult Basic Education; 13; $363,127 (FY 83 Carryover).

It is estimated that 400,000 people in Florida are functionally illiterate. Special materials in stimulating, noncondescending formats are needed. Cooperation with community agencies is essential to the integration of the client into adult basic education and continuing education. The project was to be implemented in the following areas: Broward County Division of Libraries; Central Florida Regional Library; Miami-Dade Public Library System; St. Lucie County Public Library, and West Florida Regional Library.

135. ILLINOIS 84 Illinois State Library; Unserved (Specialized Services); VII.

An RFP was planned for projects directed toward public library service to special groups including limited English speaking and functionally illiterate. The Secretary of State/State Librarian

announced a major literacy campaign. The appointed Task Force has made public libraries an integral part of this campaign. Special demonstration literacy projects were also planned.

136. KENTUCKY 82 Kentucky River Library Region, Northern Kentucky Region; Library Development - Literacy; 3; $15,000.

83 Kentucky Department for Libraries and Archives; Literacy; 2; $93,000 (FY 82 Carryover).

83 Kentucky Department for Libraries and Archives; Literacy; 2; $42,000.

84 Kentucky Department for Libraries and Archives; Literacy; 2; $31,700 (FY 83 Carryover)

84 Kentucky Department for Libraries and Archives; Literacy; 2; $39,300.

The alarming statistic that one out of five adults in Kentucky cannot read on a functional level has made the need for literacy training reach an all-time high level of public awareness.

Literacy activities in 1982 focused on tutoring projects in the Kentucky River Region and in the Northern Kentucky Region. In 1983 these activities were continued, and the Kentucky Coalition for Literacy was formed. In 1984 Kentucky planned to begin services in 3 additional regions. Literacy orientation workshops were planned for public libraries in areas which had no literacy projects but had expressed interest.

Illiteracy in the Appalachian Mountain area is traced back to the early nineteenth century, due to geographical isolation as well as set attitudes regarding the value of education. In the Kentucky River Region consisting of 8 counties, Lois Gross is the one region-wide coordinator. In 1982 she conducted 80 Laubach training workshops throughout the region, enrolled 545 students and 456 tutors, and averaged 900 miles per month in travel. In 1982 300 students completed the program and were referred to GED programs for further training. Tutors did not drop out. In 1983 this project was considered the model literacy program for Kentucky public libraries. Six hundred twenty-nine students were enrolled. Tutors numbered 636. Activities included a major effort to contact coal miners. Many times the Coordinator and her staff were turned away by coal operators who feared mining inspectors and wildcatters. The need to reach miners was paramount. Many were not able to read safety instructions. Others, laid off, were unable to complete applications for unemployment benefits. The coordinator maintained progress reports on all students and kept close contact with tutors, by telephone, visits, and workshops. Essential elements in a successful program have been identified as talking about the problem of illiteracy to civic, social and religious organizations, eliciting their assistance in recruiting tutors; providing orientation

and on-going training for tutors; recruiting students through utilization of mass media, word-of mouth, and agency referral techniques; carefully matching tutors and students; and employing a coordinator who possesses skills in human relations, communication, marketing, and motivation. The coordinator and her staff presented this model program in 11 counties of the Kentucky River Library Region. As a result the 3 other library regions decided to initiate literacy projects based on the model, in 1984.

In the Northern Kentucky Region the major focus of the Adult Literacy Project for FY 82 was the development of a Community Awareness Campaign. The greatest success in enrolling students was through personal one-to-one contacts and word-of-mouth from relatives or past students. Tutors usually are retired or want to serve the community. Trained in a 3 hour workshop, tutors learn the Laubach Method of teaching by using a series of books entitled "The Laubach Way to Reading". Tutors and students meet on a one to one basis, twice a week for one hour. Overcoming the barriers of embarrassment and the inability to read makes the first few weeks difficult, but records indicate that 85% complete the program. Drop outs are usually 16-18 years old. The project had to deal with a lack of public acceptance of illiteracy. The project served adults who cannot use adult education programs. Differentiating between a literacy project (which is more basic, personal and non-institutionalized) and a GED or other adult education programs was an essential part of educating the public. The diversity of ethnic groups created a need for tutors to use multiple communication techniques and avoid judgmental attitudes. Despite these complications, progress was made. A call-in radio program met with success.

Public awareness of the problem of illiteracy gained a great deal of momentum in 1983. Mr. James A. Nelson, State Librarian and Commissioner, took a leading role in bringing together interested parties to combat the problem. A meeting of 40 interested parties was held in September 1982. They urged the Department for Libraries and Archives and the Department of Education to appoint a steering committee whose purpose would be to form a Kentucky Coalition for Literacy. The Coalition would link programs concerned with literacy in Kentucky and create an awareness of the issue. In April 1983 the Steering Committee held a teleconference at twelve locations accross the state, in cooperation with Kentucky Educational Television. In June 1983 the Coalition was announced and it was funded with $70,000 of LSCA funds. The Coalition is a 15 member group composed of librarians, educators, trainers, students and civic leaders who employ an Executive Director to manage the Coalition. A file of current literacy programs around the State has been developed and referrals for students seeking help are being made already. Literacy is an issue whose time has come.

137. MASSACHUSETTS 83 Massachusetts Board of Library Commissioners; Statewide Literacy Project FY 83; 4.5; $6,500 (FY 82 Carryover).

The Massachusetts Board of Library Commissioners implemented library-based literacy projects in 8 public libraries throughout the State. Literacy Volunteers of Massachusetts conducted training programs on all aspects of running a literacy project - tutor training, program management, and matching students with tutors. A one day follow-up program was held, focusing on progress reports from each library and a session on basic fundraising. Four of the eight participating libraries held at least one tutor training workshop. Each library was required to establish 5-10 student/tutor pairs. The grant provided for supplemental high interest/low reading level materials for the students, as well as tutorial materials for up to 10 pairs. Adult basic reading materials have been distributed to all participating libraries. Promotion for volunteer tutors and students was initiated.

138. TEXAS 84 Texas State Library; Regional Public Library Systems; 3.

Because the FY 1984 LSCA appropriation was significantly higher than in previous years, the Texas State Library decided to use the new monies to target literacy. Instead of giving grants to individual public libraries, the State Library decided that the most effective vehicle for the literacy effort was through the 10 major resource systems. Systems were notified in December 1983 that their grant allotment for FY 1985 would be increased for this purpose. Some systems will award minigrants to member libraries which apply for such assistance. Some systems will try to encourage new literacy projects, while others will concentrate on enhancing existing programs. Many systems will offer training and consulting in the area of adult literacy. In addition to this variety of approaches, the State Library anticipates that the strategy of awarding the grants to the systems will add consistency and continuity to the program. Instead of offering demonstration grants to selected libraries for a limited period, it is the State Library's hope that systems will absorb the literacy program even if federal funds were reduced in the future.

SURVEYS

139. LOUISIANA 83 Office of the State Library, Baton Rouge; Planning and Development; 6.

A statewide survey was compiled to identify the disadvantaged, their location, current level of service and needs. The return rate was 91%. Included in the survey results was the information that 36 libraries or 64% include high interest/low vocabulary materials and services.

TECHNOLOGY - See also items: 12; 72; 93; 103; and 161.

140. DELAWARE 82 Wilmington Library; PLATO Project; 8201-6.

Studies indicate that approximately 700,000 individuals drop out of U.S. schools each year, 90% of them due to reading disabilities. "Dropouts" or underachievers, both young and old, need instruction in an informal atmosphere where their individual education weaknesses can be identified and strengthened. PLATO is a computerized software package that offers a computerized learning experience for those students and adults who have not mastered basic skills through traditional methods. PLATO programs offer testing, diagnosis, programs, drilling techniques and finally retesting to assure adequate performance.

The project began as a program to upgrade basic skills in reading, language arts and math for CETA funded city employees. Clusters of programs and lessons for grade levels 3-8 had already been developed. In FY 82 the project expanded to include public library patrons who tested between third grade and eighth grade reading levels. The City of Wilmington provided terminals and software and the library contributed space, utilities and telephones. Participants were tested before the use of Basic Skills Programs, counseled during the use of programs and retested. A key feature of the project was a PLATO technician who worked with the participants. Terminals were used to capacity without the normal need for community awareness efforts in this popular project.

141. FLORIDA 84 Jacksonville Public Library; Library Demonstration Projects; 11; $69,000.

Jacksonville Public Library planned to develop a computer-based literacy project to demonstrate the feasibility of microcomputers as a library-based self-teaching tool for adult illiterates. Participants were to be given initial training in the use of microcomputers and access to micros and self-teaching literacy software. The project planned to evaluate use of the project, its effectiveness as a teaching tool in libraries, cost, and potential problem areas.

142. MASSACHUSETTS 84 Athol Public Library; Vocational Resource Center; 5.202 (FY 83 Carryover).

The Vocational Resource Center at the Athol Public Library planned to serve as a local referral point for unemployed individuals needing vocational guidance or training. The COIN microfiche system was to be used to produce current occupational information. Microcomputer software would provide access for local individuals to free, individualized learning in basic skills, business skills and computer programming.

143. MICHIGAN 83 Library of Michigan; Strengthening Library of Michigan Services to Library Cooperatives, Local Public Libraries and Michigan Citizens; 1.

One goal of the project was to create a microcomputer demonstration center. Recognizing the potential of technology to be a great equalizer in the quest for equal educational opportunity the Center planned to disseminate resources and information. The staff planned to publicize excellent software programs addressing the educational needs of those with handicaps, be they physical, mental or emotional, cultural or linguistic.

144. SOUTH CAROLINA 83 Darlington County Library; Service to the Disadvantaged; III-D; $4,700.

The Darlington County Library system experimented with using micro computers to assist newly literate and semi-literate adults with developing literacy skills. Many commercially available software programs were found to be too advanced for adult new readers. A computer program based on Laubach reading methodology was developed in-house by 2 library staff members in cooperation with reading resource personnel. Students and tutors tested and evaluated the resulting software.

TUTOR TRAINING - See also item 137.

145. MARYLAND 82 Enoch Pratt Free Library; Literacy Resource Center V; 1-B; $20,360.

83 Enoch Pratt Free Library; Literacy Resource Center V; 1-B; $10,000.

Emphasis in the fourth year of the project was on extending Literacy Resource Center materials to all regions and institutions through inservice training and displays. Four hundred tutors were trained and 1,900 individuals attended literacy presentations. A Literacy Resources Handbook was distributed and heavily publicized throughout Maryland. In its fifth year of operation the Center expanded technical support to programs. More thau 141 tutors were trained and 217 agencies served.

146. NEW JERSEY 82 Bergenfield Public Library; Adult Basic Reading Development Program (Literacy); 2-A; $6,175 (FY 81 Carryover).

82 Bergenfield Public Library; Adult Basic Reading Development Program; 2-A; $16,552.

The staff, identified a need to implement a Basic Reading project and mount a county-wide awareness campaign to emphasize the need for literacy improvement. Volunteer tutors were trained and matched with students. Efforts were in progress to involve 52 libraries in the county. A "New Reader Collection" was developed and shared with other libraries in the County.

147. NEW JERSEY 83 Camden Public Library; Literacy Coordination; 2-B; $6,400 (FY 82 Carryover).

84 Camden County Library; (Literacy Coordination); 2; $7,000 (FY 83 Carryover).

84 Camden County Library; (Literacy Coordination); 2; $7,000.

During its first year of operation the project provided six tutor training sessions where over 90 tutors were trained to work on a one-to-one basis helping non-reading adults master this basic skill. There is a waiting list of both students and tutors.

148. OREGON 84 State Department of Education; Literacy Project; 84-20; $11,000.

The objective of the project is to assist illiterate and limited English-speaking adults to acquire basic literacy skills. Three branch libraries serving a population with a 25% illiteracy rate and a 60% unemployment rate were targeted. Activities planned included a resource base for literacy activities, tutor training for both native and limited English proficient speakers, and literacy awareness training for staff members of the three branches.

149. SOUTH CAROLINA 84 Lancaster County Library; Service to the Disadvantaged; III-D; $1,917.

In Lancaster County, 30.1% of the adults age 25 and over are functionally illiterate. The Adult Reading Campaign has 75 active tutors, 87 students receiving instruction and 12 students on the waiting list. With over 9,000 adult readers in the county, many more tutors are needed. The purpose of the project is to videotape the 10 hour Laubach tutor training workshop of the Lancaster County Adult Reading Campaign. The tape could be used by new volunteers, tutors needing refresher training, and civic groups.

TUTORING - See also items: 59; 67; 104; and 136.

150. ARIZONA 83 Phoenix Public Library; Tutorial Reading Program; 82-I-III-c1; $15,810.

A coordinator was employed by Phoenix Public Library to oversee the Project READ program. Tutors were recruited and trained in 3 basic reading workshops and one ESOL workshop. Reinforcement and support was provided through in-service training sessions, including using the newspaper as a teaching tool, and learning to administer the READ test to a student. Twenty-six new volunteers were trained to tutor basic reading and writing, and four English-as-a-second language tutors were trained. Recruitment for the ESOL program was difficult because many potential tutors did not understand

that it is not necessary to speak about another language to help someone learn English. Tutors used materials from the basic Laubach series and Literacy Volunteers of America. Forty-four English-speaking persons were tutored and twenty-three speakers of other languages received English language instruction.

151. FLORIDA 82 Leon County Public Library System; Adult Basic Education; 13-B; $21,791.

84 Leon County Public Library; Library Service to Bilingual Clientele; 9 $16,569.

The literacy project recruited and trained 30 tutors bringing the total of active tutors to 62 (40 basic reading and 22 English as a second language). Total number of students served was 67 (26 ESL and 41 basic reading). A "how to" packet consisting of a plan for implementing a library based literacy project will be disseminated to Florida libraries. The ESL materials collection was amplified by 512 volumes and the adult basic reading collection was expanded by 450 books. A presentation on literacy programs in libraries was given at the Florida Library Association Conference. Leon County has received many inquiries. The staff believes a state-wide Literacy Coordinator is needed.

In 1984 the project focus was on developing its library-based training program for volunteer tutors of English as a second language. Tutors were to be matched on a one-to-one basis with students referred by local social service agencies.

152. GEORGIA 82 Augusta Regional Library; No title provided.

The project provided a collection of high interest-low reading level young adult paperbacks to encourage young adults to read and strengthen their reading comprehension. Two Laubach workshops trained 31 tutors to work with 50 disadvantaged illiterate adults and young adults.

153. HAWAII 82 Department of Education, Office of Library Services; Waianae Children's Program; 82-5a.

One objective described in the annual program for the project was to provide tutoring help to improve reading skills for the children of Leeward District school, reported to have the lowest reading standard in the State of Hawaii.

154. MARYLAND 83 Calvert County Public Library; Calvert Adult Literacy League (CALL); 1-B; $30,000.

Located in a highly isolated area where immobility has been a factor in cultural stagnation, this project provided the basis for a literacy coalition. Through the initial effort of this project 60 people are receiving tutoring assistance.

155. NEW JERSEY 84 Bergenfield Public Library; Basic Reading Literacy Tutoring to Non-Reading Adults; 2; $20,000.

Provides basic reading literacy tutoring to non-reading adults.

156. NEW YORK 82 Brooklyn Public Library; Adult Learner/Job Information Center; 82-0001.

84 Brooklyn Public Library; (Literacy Volunteers); 84-0003.

The library is one of the mainstays of the Brooklyn component of Literacy Volunteers with programs operating in the Central Library and three branches. One objective of the project is to provide literacy training. The Literacy Volunteers component received two additional staff members to supervise and coordinate the programs of tutors who assist functional illiterates and the foreign-born learning English. High School Equivalency preparation is also a component of the project.

157. NEW YORK 82 Mid-Hudson Library System; Adult independent learner; 82-0034.

Cooperation with Literacy Volunteers of Dutchess County remained strong, with the AIL Coordinator serving as contact person and as the Poughkeepsie Basic Reading Coordinator. Literacy Volunteers of Dutchess County provides the only available free tutoring on a one-to-one basis to English as a Second Language students, and students who read below a 6th grade reading level. Twenty-one tutors were trained in three basic reading tutor training workshops. One English as a second language workshop trained 5 new ESL tutors. Seventy-six literacy students were tutored.

158. NEW YORK 82 New York Public Library; Tutoring; 82-0048.

The project offered special programs on educational and vocational opportunities, including resume-writing workshops, consumer information, personal safety, fire prevention, countering mail fraud, and the importance of the high school diploma to the disadvantaged of all ages.

Approximately 100,000 functionally illiterate adults reside in the Bronx. The Literacy Volunteers Program, in cooperation with Literacy Volunteers of New York City provides one of the few one-to-one tutorial programs available in the Bronx. Literacy students were given informal reading evaluations before acceptance into the literacy program. After 50 hours of instruction by volunteer tutors, they were re-tested to determine their progress. About 60 student/tutor pairs continued to meet regularly at 3 locations, and there is a waiting list to get into the program.

The project is developing a plan to extend literacy tutoring to Staten Island, the only borough unserved by any such program. Nursing homes, senior citizen centers, and schools for disturbed

children, adolescents, the retarded and the physically handicapped have been visited and supplied with materials, brochures and programming. Project staff have attended community board and other local meetings and worked closely with community leaders and agencies to develop a network of ties to strengthen library services to the communities.

159. NEW YORK 82 Queens Borough Public Library; Literacy Volunteers; 82-0082; $40,605.

84 Queens Borough Public Library; (Literacy Volunteer Project); 84-0069; $48,720.

Project goals included providing functionally illiterate adults with the skills necessary to read at a sixth grade level, teaching basic computation skills, and providing the skills and confidence necessary for students to enter a group learning situation. Two hundred students were tutored. Twenty-five students were post-tested with test results demonstrating an average grade level gain of 1.45 years during their tenure with the program. Thirty-nine students participate in the LV Math Skills component. Two tutor training workshops were held, training 43 new volunteer tutors. Eighty-two tutors attended seven in-service meetings/workshops. A publicity campaign has been launched. Eileen Douglas of Radio Station WINS interviewed an LV tutor/student pair and Evelyn Wolf, the Literacy Director. One of the unique concepts in the project was the planning and implementation of pre Adult Basic Education classes open to students who have reached a fifth grade reading level. The program employs a professional teacher and a paraprofessional and utilizes a curriculum designed by LV staff. The purpose of the class is to ease the transition from one-to-one tutoring to a group learning situation.

160. NEW YORK 82 Suffolk Cooperative Library System; Adult Learner Project; 82-0093; $14,747.

One aim of the project was to provide support for a Literacy Volunteers affiliate offering tutoring county-wide to functionally illiterate adults and those persons whose primary language is other than English. One hundred fifty-five students were tutored. Two local satellite programs were established. Four basic reading workshops were held and run by volunteers, training 54 new tutors. One interesting finding of the project was the reasons for student termination: Better employment (4), entered another training program (10), met personal objectives (15), lack of interest (14), transportation, family or health problems (19), moved out of area (9), tutor quit (8) and, unknown reasons (10).

161. NEW YORK 84 Chemung-Southern Tier Library System; (Literacy Volunteer Program); 84-0013; $25,000.

The goal of the project was to have a Literacy Volunteer program with an emphasis on developing a computer program to assist tutors.

162. PENNSYLVANIA 82 Summary and Evaluation of Annual Program.

One project objective was to increase by 10 per cent the number of libraries promoting, providing and cooperating with other agencies in one to one tutoring programs for persons who were not functionally literate in English. As of FY 82, Pennsylvania increased by 75% the number of libraries providing literacy services.

163. PENNSYLVANIA 83 Bradford-Wyoming County Library; Literacy; VII-82-5-I (FY 82 Carryover).

Libraries are offering one-to-one tutoring to functionally illiterate adults in Bradford and Wyoming counties. A literacy program was begun in Bradford during FY 82 and expanded into Wyoming County in FY 83. The program uses basic instruction in reading following the Laubach method. Seventy-nine adult and teenage students were tutored in basic skills.

164. VIRGINIA 82 Montgomery-Floyd Regional; Adult Literacy Project; 82-1; $28,802 (app.).

Census data showed that 57% of adults in the project area over age 25 have had less than a high school education, while nearly 36% had completed fewer than 8 years of formal education. In rural areas it is hard to find transportation to get to classes, and often adults with significant reading skill deficits are very reluctant to participate in a classroom situation. A one-to-one tutoring system offers a viable alternative for many adults because it offers a convenient location, flexible scheduling and privacy. Participating public libraries established a volunteer-staffed, one-to-one tutoring program for out of school adults over age 16. Two part-time project assistants were employed in Pearisburg and Floyd to assure full program development. Eighty-four volunteer tutors were trained in basic reading and ESL in seven tutor-training workshops (18 hours each). A total of eighty-nine students received one-to-one instruction during the grant period (60 basic reading, 29 ESL). Five volunteers have been trained as workshop leaders. During the year the project became aware of an additional need: teaching English as a second language (ESL). Large numbers of international student families and refugee immigrants reside in the project area. In response the project was expanded to offer one-to-one tutoring in ESL

165. WEST VIRGINIA 82 West Virginia Library Commission; Providing the Right to Read for all West Virginians; 2.

83 West Virginia Library Commission; Providing the Right to Read for all West Virginians; 2.

84 West Virginia Library Commission; Providing the Right to Read for all West Virginians; 2.

West Virginia has an estimated 250,000 or 10% illiterate population, with some estimates running as high as 20% or 400,000. The State library continues to cooperate with other agencies in promoting

reading skills. Despite financial hardships, libraries were ever on the lookout to increase their services. Libraries in Wetzel, Berkeley, Fayette and Marion Counties worked with Literacy Volunteers of West Virginia to offer tutoring programs. Programs have already been established in Lewis, Wood, Harrison, Putnam, and Kanawha Counties. Weirton has a fulltime staff member coordinating their Laubach Literacy Program, and the Laubach Program in Huntington worked with Cabell County Library to obtain a $25,000 grant from Gannett Publishers. In 1983 public libraries continued to respond positively to Literacy Volunteers of West Virginia and Laubach Literacy programs. Boone and Mercer counties initiated programs increasing to 14 the number of counties participating. Although not all of these programs are at the local public library, most are. Libraries contribute in-kind services and volunteers rather than funds for these programs. Goals for 1984 included giving high priority to library-sponsored programs which address basic life skills and problems. West Virginia planned to encourage libraries to address the problem of illiteracy by providing materials, information, volunteer training sessions and facilities for classes. Library Commission staff planned to coordinate these activities statewide by actively participating in the West Virginia Coalition for Literacy, Literacy Volunteers of West Virginia and Laubach, and emphasizing library programs that address coping skills and basic education.

WORKSHOPS/CONFERENCES - See also items 74 and 136

166. OHIO 84 Ohio State Library; New Readers and Small Libraries; Statewide Literacy Conference; I-4-C-83; $9,854.

1980 Census statistics indicate that more than 2 million adults 25 years of age or older have completed less than 12 years of school. The goal of the project was to hold a 2 1/2 day conference to focus on the services the public library could provide in adult literacy. The target audience for this conference was personnel from small and medium-sized public and institutional libraries. Group sessions were planned on "understanding the Adult New Reader" "Locating and Evaluating High/Low Materials"; "Community Action for Literacy"; "Literacy Strategies for Rural Libraries"; and Training and Keeping Volunteers". A media fest featuring presentations on adult illiteracy and exhibits of publishers and literacy organizations was planned. A handbook on selecting, evaluating, and using library materials for adult new readers was to be prepared for the conference and distributed to all participants.

167. RHODE ISLAND 82 Rhode Island Department of State Library Services; Library Services to Inadequately Served - Services to Adults; 7, Part III.

An Information Exchange program was held on Services to the non-English speaking. Two of 4 incentive grants awarded provided services for the new adult reader and taught survival and consumer skills.

168. SOUTH CAROLINA 83 South Carolina State Library; Service to the Disadvantaged; III-D.

In March 1983 a Literacy Workshop was held in cooperation with the South Carolina Literacy Association as part of the promotion of a state-wide reading campaign under the Adult Basic Education Program Lieutenant Governor Michael Daniel was a guest speaker. As a result of the workshop, the State Library entered into a cooperative project with the Department of Education, Office of Adult Education, the South Carolina Literacy Association; and the Office of the Lieutenant Governor to eliminate adult illiteracy in South Carolina. Seven counties (Cherokee, Chester, Chesterfield, Fairfield, Newberry, Union, and York) were chosen for pilot projects. In September 1983 the State library assumed responsibility from the Governor's office for seven Vista volunteers. The Vista volunteers, who had been working in rural areas with out-of-school youth, joined the efforts thus expanding the cooperative literacy activities beyond the seven counties originally targeted. Under the coordination of the South Carolina Literacy Association, a hard-hitting campaign was developed using new and existing resources from county libraries, the public school system, Federal, State, and local governments, local businesses and industries and the general public. Goals were to establish local literacy councils, pool financial resources and hire local literacy coordinators who would recruit, train, and supervise volunteer tutors.

Lieutenant Governor Michael Daniel pointed out that "there are 445,202 adults in South Carolina who have less than an eighth grade education. Unless some strong coordinated action is taken now, we will pass on even greater problems to future generations. The future economic and social life in South Carolina is at stake. Young South Carolinians who lack basic skills cannot enter society at the ground level and work their way up. Joining unemployment lines, going on welfare, and filling out prisons and drug treatment centers, they become an extraordinary cost to the public. Unless action is taken now, we will pay more in the end for doing less in the beginning."

169. TEXAS 82 Texas State Library; Consulting and Continuing Education; Austin, 11.

A workshop was designed to stimulate library administrators to use volunteers in literacy improvement classes.

170. VERMONT 83 Vermont Department of Libraries; Library Extension and Development Activities; 82-3 (FY 82 Carryover).

One goal of the project was to cooperate with other State and private agencies to develop statewide programs to foster adult literacy. A workshop for public library personnel on "The Other 90%" was given in two locations in cooperation with local social and educational agencies. The theme was how to practically reach the basic adult nonuser.

YOUNG ADULTS - See also item 69 and 152.

171. DISTRICT OF COLUMBIA — 84 District of Columbia Public Library; General Services; 1.

Sursum Corda Community Library provides assistance to young people with reading and homework and makes referrals to Adult Education Centers. Young Adult Services provided by D.C. Public Library include serving as an after school center for homework and studying, and participating in remedial and tutoring efforts offered by volunteers and outside organizations.

172. NEW JERSEY — 82 Englewood Public Library, Teen-Aged Literacy; 2-D; $12,400 (FY 81 Carryover).

83 Englewood Public Library; Teen Literacy; 2-D; $13,700 (FY 82 Carryover).

84 Englewood Public Library; (Teen Peer Tutoring Project); 2; $15,000 (FY 83 Carryover).

The project involved teens tutoring teens and is the first such literacy project in the State. It is a 3 year project. Its program elements include a one-to-one peer tutorial program, adaptation of tutoring materials to serve a teenaged audience; creation of a teen advisory council and special workshops aimed at increasing employability skills. Potential employers of teenagers assisted in conducting the workshops.

The project faced and dealt with a number of problems including: difficulty in recruiting teenagers either as students or tutors because of heavy student schedules and a lack of interest by the school administration in the project; difficulties in adapting existing tutor training models to the task of training teenaged tutors; and the reluctance of employers to commit themselves to hiring teenagers.

In cooperation with parents and school officials, the training model was redesigned, and focus restructured so that teens initially helped to tutor younger students, and only those potential employers who were willing to consider hiring young people were involved in workshops. The project now features group tutoring experience where students "drop in" at pre-designated hours. An adult is always available to provide backup support.

173. NEW JERSEY — 84 Elizabeth Public Library; (Job Information Center and Literacy Training Project for Teens and Young Adults); 2; $35,000.

The goal of the project was to establish a job information center and literacy training project for teens and young adults.